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Special Educational Needs and Disabilities Policy

Author, date and title	Reviewed on	Next review due date	Statutory Requirement
Sarah Woodham/Nicky Foxall/Debra Ellison	May 2016	March 2017	Yes
Nicky Foxall	April 2017	April 2018	Yes
Dr J Mills/Nicky Foxall	June 2018	June 2019	Yes
Nicky Foxall/Kerry Young/Dr J Mills	Nov 2019	Nov 2020	Yes
Nicky Foxall/Kerry Young/Louise Reece-Jones	Nov 2020	Nov 2021	Yes
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This policy is a joint school policy document for the two lower schools in the Federation, therefore, in this document the term 'Federation' will be used to represent both Shillington Lower School and Stondon Lower School.

As Values Schools, the Federation ensures that all its policies, principals and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our school community. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the school community irrespective of race, ethnic

or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our school policies include Pixie class (at Shillington) and the breakfast and after school club provision (at Shillington and Stondon).

Headteacher:

Date:

Chair of Governors:

Date:

Special Educational Needs and Disabilities (SEND) Policy

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1. Compliance

This policy complies with the statutory requirement laid out in the Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014 updated 30/4/20)
- Schools SEND Information Report regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions April 2014. including revisions 2017
- The National Curriculum in England Key Stage 1 and 2 (2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012 including revisions 2021
- National Curriculum Assessment Standards, including Pre-Key Stage Standards 2018-19
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014

- Behaviour and Therapeutic Thinking Policy – under review

This policy was written by the SENCOs in collaboration with the SEND Governor, Senior Leadership Team and the wider school community.

The SENCOs are Mrs N Foxall (Stondon and Shillington), the Governor with specific responsibility for SEND is Dr Jeanette Mills.

2. Philosophy, Objectives and Rationale

The Federation believes it is every child's right to achieve his or her full potential in all aspects of school life, through broad and balanced curriculum that is rich, varied and challenging. We aim to raise the aspirations of, and expectations for, all pupils regardless of gender, race or ability and work is adapted according to the need of the children. Early identification and intervention of those needs will ensure every child makes progress and experiences success. We value a working partnership with parents and external agencies that helps ensure a sharing of information, consistency of approach and the best use of professional advice. Teaching and monitoring of pupils incorporates the Special Educational Needs and Disability code of practice: 0-25 (2014).

3. Aims

- To ensure a whole school inclusive approach to the management and provision of support for SEND to ensure that each child's needs are identified and are enabled to reach their full potential, providing individual educational programmes with resources appropriate to the needs of the child. We will ensure access to a broad and balanced curriculum for all pupils regardless of SEND, individual educational programmes with resources appropriate to the needs of the child
- To adhere to the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 2015, reviewing annually, policy and practice to ensure continuing development of teaching and learning in respect to SEND
- To provide suitably qualified and experienced SENCOs who will lead and facilitate SEND provision within the Federation, providing support and advice for all staff working with pupils with SEND and develop staff awareness of the variety of individual needs at all levels
- To ensure early identification of needs, monitoring and assessing regularly the progress of each child with SEND in accordance with statutory assessment guidance and act upon any needs that are identified
- To develop, lead and maintain a shared responsibility and partnership between school, governor's, parents, pupils and all stakeholders in relation to SEND

4. Definition of SEND

Definitions of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

A child under compulsory school age has special educational needs or disabilities if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Education Provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area."

5. Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator (SENDCo) is responsible for:

- The day-to-day operation of the Federations' special needs and disability policy
- Liaising with, and advising, teachers and teaching assistants
- Co-ordinating provision for children with special needs or disabilities
- Maintaining the schools Special Needs and Disabilities Register and overseeing the records on all pupils with special educational needs or disabilities
- Contributing to the in-service training of staff
- Liaising with external agencies, teachers and parents, including taking part in formal meeting with external agencies regarding individual pupils to be assessed
- Overseeing the running of the provision for pupils with special educational Needs or disabilities.
- Arranging termly meetings with class teachers to review special educational needs or disabilities pupil progress
- Arrange termly meetings with the special educational needs and disabilities Governor

The Governing Board is responsible for

- Monitoring that necessary provision is made for any pupil who has special educational needs or disabilities
- Taking account of the Special Educational Needs Code of Practice when carrying out their duties
- Monitoring the progress made by pupils with special educational needs or disabilities

The Class Teachers are responsible for

- creating a welcoming environment and ensuring all students have equal opportunities to learn and grow
- adapting teaching methods and materials, setting high expectations for everyone, collaborating with support staff, and fostering mutual respect and understanding among students.
- Identifying initial concerns and monitoring progress and attainment
- Planning for, assessing and recording the personal progress of each child, ensuring all advancements are acknowledged.
- working closely with teaching assistants, specialists, and parents to plan and implement effective support strategies, ensuring consistency and collaboration
- Working with, and supporting, the SENDCo to fulfil statutory obligations and assessment processes, including EHC reviews for children with special education needs and disabilities
- Requesting support and advice from the SENDCo for children with special educational needs, and with specialists from Outside Agencies

6. Admission Arrangements

The currently agreed Admissions Policy of the governors makes no distinction as to pupils with SEND. Within the Admissions Policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school, regardless of SEND. The Code of Practice (2015 section 1.27) states that schools must consider applications from parents who have children with SEND to be treated fairly, following the school's admissions policy regardless as to whether the child has an EHC plan (Education, Health and Care plan) in place.

Where a child with SEND is due to transfer to our school or from our school to another setting, the SENCO will ensure smooth transition of information. The SENCO will arrange a transition meeting and additional transition visits/arrangements as necessary to meet the child's SEND. Where necessary, specialist access arrangements will be put in place to ensure equality of access to assessment and national testing. This will be facilitated by the SENCO.

7. Resources

The Federation makes full use of the money allocated for SEND within the delegated budget. As and when appropriate, this is used for any or all of the following:

- The appointment of teaching assistants
- The purchase of support materials
- SENCO support time
- Engagement of professional support including therapists and alternative provisions.

Money allocated to children with an Education Health Care Plan is used to fully support those children within the school. The resources and provision made for these children varies according to needs at any particular time.

At every stage of assessment every effort is made to identify the special needs of individual children. Provision is made, either long term or short term in response to such need, to the extent allowed by the availability of appropriate resources.

8. A graduated approach to Special Educational Needs and disability support

The graduated approach is at the heart of whole school practice at The Federation, as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential SEND has been identified, this process becomes increasingly personalised as it responds to a growing understanding of the child's barriers to, and gaps in, learning and an increasingly individualised assessment of need. The Federation has identified 5 stages.

- Ordinarily available provision (OAP)
- Early Identification
- Classroom monitoring
- School Support
- Statutory Assessment

Quality First Teaching

The SEND Code of Practice 2015 makes it clear that the teacher is responsible for the progress and development of all their pupils including the provision for those with SEND. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. There are regular meetings at which progress and attainment is monitored.

The Federation places a high emphasis on developing excellent OAP (including emphasis on appropriate adaptation, the importance of marking and feedback, self-assessment by the pupils, the development of learning to learn skills, individualised targets and the use of assessment information to shape planning and delivery). Where possible extra support is provided within the classroom, it is usually with either the teacher or a teaching assistant working with an individual or small group. There are occasions when children may be withdrawn for a short while, to carry out specific targets or interventions that will help facilitate progress for future integration into classroom activities.

Continuous and timely assessment is the process by which pupils with SEND can be identified, showing they have 'a significantly greater difficulty in learning than the majority of others of the same age' (SEND Code of Practice 2015 xiv).

Early Identification

Where a pupil is identified as under-achieving the class teacher will complete an initial concerns checklist which will collate a clear analysis of the pupils needs.

The Code of Practice suggests using a range of sources of information including:

- Teacher's assessment and experience of the pupil.

- Pupil progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents
- The pupil's own views
- Advice from external support services if already involved.
- Standardised testing, criterion referenced assessments, screening assessments

Classroom monitoring (teacher led not on the SEND register):

Following completion of an Initial Concerns checklist and in agreement from parents and SENCO, the child may be placed on classroom monitoring (not the official SEND register) - a review of needs and provision would take place and consider:

- Views of the child and parents in respect to strengths, difficulties, aspirations and interests
- Historical progress and provision
- Short-term targets and associated provision
- Effective classroom management regarding visual, hearing or multi-sensory impairments (VI) (HI) (MSI)
- Long term planned outcomes
- Evidence of monitoring and review

The class teacher will remain responsible for planning, teaching and recording evidence in respect to attainment and progress.

The SENCO will support the class teacher by ensuring:

- Relevant information including, as appropriate, information from beyond the school is made available to relevant parties
- That the parents are informed
- Pupil's progress is monitored and reviewed on a timely basis
- Advice from outside specialists (according to a particular need or a particular child) is obtained and acted on

SEND Support at Stage 1 and Stage 2

If following a period of additional intervention and targeted support, which has been effectively monitored, the pupil is still underachieving, the class teacher, in discussion with the SENCO, will place the child on the school SEND register at SEND Support. This discussion will consider all the information gathered about the pupil, and will compare their attainment and progress against national data and expectations. The discussion will also include examining the Central Bedfordshire graduated response advice which provides detailed guidance on the processes at Stage 1 and Stage 2.

Triggers indicating the need for intervention - At the Classroom monitoring stage (not on the SEND register)

The pupil, despite receiving differentiated learning opportunities and high-quality teaching:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's differentiated area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and / or social difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Has a visual (VI), hearing (HI) or multi-Sensory (MSI) impairment that the class teacher needs to be aware of, but with classroom management does not adversely affect the pupil's learning
- Has social, emotional (perhaps temporary) difficulties including interaction and self-belief

At the SEND support stages:

Despite having been monitored with additional focus or support as well as high quality teaching, there are still concerns regarding the child

- continues to make little or no progress in specific areas over a long period of time
- continues to work at National Curriculum levels substantially lower than that of his/her peers
- continues to have difficulty in developing literacy and maths skills
- has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Possibly leading to an Education and Health Care Plan:

If, despite having had an individualised programme and concentrated support under SEND support, the child continues to show a lack of significant progress (over a reasonable period of time), evidence will be collected. This evidence will be considered with the staff involved, the child's parent's views. It may be necessary for a referral for Statutory Assessment.

Parents have the right to make a Parental Referral for Statutory Assessment. Information about this process can be gained from the Local Offer though it is strongly advised that parents should discuss such a referral with the head teacher or SENCO prior to taking such action

Request for Statutory Assessment: Education, Health and Care Plan (EHCP)

If, despite the best efforts of all involved, a pupil has needs which are not being met by the provision The Federation has in place it may be necessary to apply to the Local Authority for a Statutory Assessment of the pupils' needs. The LA will consider the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment. The LA will apply the guidance criteria set out for practitioners to support planning and decision making, in their detailed graduated approach. The Local Authority will follow the statutory assessment guidelines and timescales. ([See Central Bedfordshire local offer](#))

9. Plan, do, review process

This process is cyclical, assessing the child, planning for the child, doing/implementing the plans and reviewing the outcomes. The Federation follows the criteria for identifying SEND as suggested by The Code of Practice that states pupils are only identified as having a SEND if they continue to fail to make adequate progress once they have had all the appropriate interventions/adjustments and quality personalised teaching.

When considering SEND, a graduated response is adopted:-

Assess – Plan – Do - Review

Assess – the child's needs

Plan – what you need to do, the provision needed and what outcome should be achieved.

Do – put the provision in place

Review – what difference is it making towards outcomes?

Assessment: steps taken to identify and assess pupils with SEND

A clear understanding of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. A clear analysis of the needs of the pupil will have been identified during the completion of the Initial Concerns Checklist It is also necessary at this stage to further analyse the precise gaps in a child's learning and development to clarify what the barriers to learning may be. This may be achieved by the use of

standardised testing; criterion referenced testing; or SEND specific checklists among other tools and is required before placing on school support.

The child's needs, will also be compared to the graduated response document issued by Central Bedfordshire which gives guidance about identifying SEND.

For children working below the standard of National Curriculum tests the school will continue to use the pre-key stage standards for KS1 and KS2 (old P scale 5-8) and P scales 1-4 for the statutory assessment. However, we will aim to ensure our assessment approach meets the spirit of this report i.e., it reflects pupil's needs, encourages high aspirations for all, is consistent with the curriculum and promotes equality.

The Federation aims to work in an integrated manner to meet the needs of the child, and therefore it may be appropriate to request additional support for a pupil through the Early Help Assessment process, or Team around the Child (TAC) at this stage.

Plan: working together with parents, teacher, SENCO and other involved professionals in making provision for such pupils

Class teachers will retain the prime responsibility for responding to a child's identified need. The Code of Practice clearly says that "all teachers and support staff should be made aware of a child's needs, the support provided and any teaching strategies or approaches that are required." At the Federation this is achieved through the use of Provision Plans which identify the needs of the pupil, the targets for progress, how these targets will be implemented, and the frequency of support received by the pupil. They will have clear criteria for success within an agreed time frame.

Interventions are planned in a cohesive manner and are linked to discussions held at Progress Meetings and SEND Support review meetings. Interventions are planned robustly to ensure progress for pupils. All interventions are planned in collaboration with the class teacher, teaching assistant and SENCO, and include emotional and behavioural support using evidence-based programmes.

The level of support provided will be flexible and will depend on the immediate needs of the individual pupil. Pupils with a higher level of need at SEND Support receive additional support both within and outside the classroom as required to meet their needs.

Do: arrangements which should be adopted for reviewing the effectiveness of the provision

Class teachers at the Federation work closely with teaching assistants and specialist staff who are delivering interventions and targeted provisions to plan and assess the impact of these interventions. All staff, where possible, attend Progress Meetings and SEND Support review meetings to ensure effective sharing of information, and teaching assistants delivering interventions also provide regular updates either verbally or annotated plans about the impact of the provision for each child.

Review: have the planning and doing been effective?

All staff continually review the progress of all pupils on a daily, albeit informal, basis in every lesson through marking and feedback opportunities as well as regular discussions with support staff, and staff will make necessary adaptations to teaching and learning approaches and provision as appropriate. At the Federation there are also more formal, rigorous ways of tracking progress. These include half termly progress meetings and termly SEND Support review meetings. These meetings will consider whether pupils with SEND are on track to reach their targets, whether there is an increase in previous rates of progress and whether there is a narrowing gap (attainment and progress) between pupils with SEND and those without.

The Provision Plan will be reviewed on a termly basis and all stakeholders will be included in the discussions about the individual pupil's next steps in learning.

These meetings will address the following key considerations:

- Has the pupil achieved the agreed targets?
- What is the evidence from regular day to day tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have pupils and parents responded to targeted provisions?
- What are the views of all stakeholders?
- How does this term's evaluation feedback into the analysis of pupil's needs?
- What are the necessary changes to support, provision and targets needed for next term?

It is important at this stage to assess whether a pupil needs to remain at SEND Support, whether they require more or less interventions to overcome barriers to learning, or whether the school has, despite its best endeavours been unable to effectively address the SEND of an individual pupil. If this is the case the school will consider (with reference to the Central Bedfordshire graduated response document, and the Local Offer) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENCO will facilitate a referral to the appropriate agency after collaborating with parents, pupils and staff.

The Code of Practice does not assume that there are hard and fast categories of SEND, but recognises a child's needs and requirements fall into four broad areas.

Cognition & Learning -General Learning and Specific Learning difficulties. This includes moderate learning needs (MLD) and severe learning needs (SLD) as well as profound and multiple learning needs (PMLD). This covers specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – including anxiety, attention deficit hyperactivity disorder (ADHD) and attachment disorder. This also covers children exhibiting challenging or withdrawing behaviour.

Communication & interaction - speech, language and communication (often incorporating children with Asperger's Syndrome and Autism)

Sensory and/or physical – including children who have visual impairment (VI), a hearing impairment (HI) or a multi-sensory impairment (MSI). It also covers children who have a disability that makes it more difficult for children to access the general facilities provided.

At the Federation we recognise that these 4 categories broadly identify aspects of the primary need for a pupil with SEND, however we also acknowledge that every pupil is unique, and understand the importance of examining the needs of the child. We recognise the need to gather information about the pupil from everyone involved in the pupil's education, and acknowledge the importance of information about the pupil from other partners in their education, particularly their parents /carers. We work in close partnership with all involved to ensure the best possible provision for the pupil.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does NOT constitute SEND:

- Disability – The Code of Practice outlines the duty of "reasonable adjustment" as provided under the current Disability Equality legislation, but this alone does not constitute SEND
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a child of a servicewoman/man

10. Education, Health and Care Plan

Once an EHC plan is finalised the local authority must ensure the specified special educational provision is secured. The Federation will use all resources available to meet the needs of these individual children to the best of its ability.

The Children's and Families' Act 2014 requires local authorities to review an EHC plan within 12 months of it being issued and then every subsequent 12 months. This responsibility is usually delegated to the school. All Annual reviews will be chaired by the SENCO and all involved parties will be invited to attend. Families may choose to request a personal budget to support them in securing the provision identified in the EHC plan. If this option is chosen the SENCO will support the family in accessing the services they require.

11. Medical needs or disabilities

The Federation will endeavour to meet any child's disability or medical needs where appropriate. The school nurse and paediatric community nurse teams communicate with our school and help to create Health Care Plans (HCP) to ensure the child's needs are fully met within school.

Before the child starts, school needs to have an HCP in place so staff are confident in meeting the pupil's needs. This meeting will involve the parents, SENCO and potentially the class teacher. Training may need to occur when the child has started school, therefore, we would ask for parent's support whilst training is being completed. This would be discussed at the meeting to create the HCP. The nurses may update the HCP following the training given. Nurses advise specified school staff in the management of medical conditions. Not all children who have an HCP have educational needs and therefore they are not automatically added to our special educational needs (SEND) register. If the child has additional educational needs, these will be catered for using the approaches outlined below. If medical funding is required, school will send the request after consulting a physical, neurological impairment (PNI) specialist teacher and parents to identify specific needs. *(Also see Supporting Pupils with Medical Conditions and Managing Medicines Policy document).*

12. Pupil participation

In our school we encourage children to take responsibility and to make decisions in all aspects of school life. This is part of the culture of our school and relates to children of all ages. Children are involved, when appropriate, in setting targets in their Provision Plans and in the termly SEND Support review meetings. Children are encouraged to make judgements about their own performance against their Provision Plan targets. We recognise success here as we do in any other aspect of school life.

13. Staff training

At the Federation we recognise the importance of high quality ongoing professional development for all staff to ensure the quality of teaching and provision for pupils with SEND. We identify training needs for SEND through the process of Pupil Progress meetings, Performance Management and also staff audit of training needs. These needs are met at group or individual level, which will in turn inform the school development plan.

Any member of staff who joins The Federation has a thorough induction; this includes meeting the SENCO who will explain systems in place within school to support children. The SENCO maintains professional networks with colleagues from other schools and attends Professional Study Group sessions within the Local authority to keep informed about local updates. The SENCO ensures that she has up to date knowledge about national issues related to SEND.

The school will work in partnership with the LA and other outside agencies to assess the needs of all children with SEND and ensure appropriate resources are available to enable them to have access to a broad and balanced curriculum. The SENCO is in regular contact with:

- Educational Psychologist
- Speech and Language Therapy service
- Specialist teachers

All contacts with other agencies such as Health, Education Welfare Service or Social Services are made following discussions with Class Teachers, the SENCO, Head teacher (Designated senior person) and parents.

14. Supporting pupils and families

All school staff work closely with parents or carers of children with SEND to ensure the most effective provision is made. Parents are encouraged to discuss concerns at review meetings, or by appointment with Class Teacher, the SENCO or Head teacher. The SENCO is introduced at new entrant meetings as part of the teaching team and parents are able to discuss initial concerns.

All services available in the local area are identified by the local authority in the Local Offer. This can be found on the SEND tab of the Federation website. The provision for SEND at the Federation is identified in our SEND Information report which can be found on the school website.

The school will support parents in accessing support for their child from external agencies, and will refer children and families to services as appropriate. This referral may take place through the Early Help Assessment process or through direct referrals to services facilitated by the SENCO. The SENCO will also signpost the child/families to relevant agencies, who may be able to provide additional support for the child/family.

15. Links Other educational establishments

Both federated schools have close links with local preschools. The SENCOs from all establishments communicate about new pupils so that preparation can be made.

Outside agencies

The Federation works proactively with a range of professionals to support the identification, assessment and provision for children with SEND (see Central <https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page> Bedfordshire Local Offer).

16. Evaluating success

The delivery of SEND provision will be monitored regularly following the school system of monitoring and evaluation. This evaluation promotes an active process of continual review and improvement in provision for all pupils. In addition to this the Governor with responsibility for SEND will visit the school on a termly basis to monitor and challenge the delivery of SEND provision. She/he will report back to the Full Governing Body on a termly basis. The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject leaders
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting desired outcomes
- School self-evaluation
- The School Development Plan/SEND Provision Review
- Local authority SEND service audits

17. Dealing with complaints

At the Federation we pride ourselves on the positive relationships we have with parents, but there may be occasions when a formal route for complaints will need to be instigated. All complaints will be managed in line with the school Complaints Policy:

18. Terminology

Throughout this policy, "parent" refers to a pupil's parent, carer or guardian. The following abbreviations are used:

BESD Behavioural, Emotional & Social Difficulties

COP	Code of Practice
HI	Hearing impairment
HCP	Health Care Plan
LA	Local Authority
LSA	Learning Support Assistant
MSI	Multi-SENSory impairment
NC	National Curriculum
SENCo	Special Educational Needs Coordinator
SEND	Special educational needs and disabilities
VI	Visual impairment
	NASEN – National Association for Special Needs Education EHCP – Education, health care plan (previously known as a statement)
PSG	Professional Study Group

References:

Rochford Review: final report(2016) available at
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/561411/Rochford_Review_Report_v5_PFDA.pdf
 Pre-key stage Standards for pupils working below the National Curriculum Level KS1 available at
<https://www.gov.uk/government/publications/pre-key-stage-1-standards>
 Pre-key stage Standards for pupils working below the National Curriculum Level KS2 available at
<https://www.gov.uk/government/publications/pre-key-stage-2-standards>