

Urmston Grammar

Special educational needs and disabilities (SEND) policy



Approved by: UGS Governing Body

Last reviewed on: February 2026

Next review due by: February 2027

Contents

1. Aims and objectives.....	3
2. Vision and values.....	4
3. Legislation and guidance	4
4. Inclusion and guidance.....	5
5. Defintions.....	5
6. Roles and responsibilities.....	7
7. SEN Information.....	11
8. Our approach to SEND support.....	11
9. Attendance.....	14
10.Safeguarding.....	14
11.Expertise and training of staff.....	14
12.Links with external professional agencies.....	15
13.Admission and accessibility arrangements.....	15
14.Complaints about SEND provision.....	16
15.Monitoring and evaluation arrangements.....	16
16.Links with other policies and documents.....	17

1. Aims and objectives

The Special Educational Needs policy reflects Urmston Grammar School's pursuit of excellence for all students and each individual student to achieve their personal best. The SEND Code of Practice, and the Teachers Standards, state that all teachers are responsible for the progress and development of every student in their class, including those who require extra support from teachers and support staff. The first step in supporting all students, including those with SEN, is high-quality adaptive and inclusive teaching. Most students with SEND will have their needs met through ordinary available inclusive provision (OAIP) and SEND support. However, we are aware that some students with more complex needs may need additional provision and we are committed to providing high quality education for all of our students, including those with SEND.

This policy applies to all young people in the school who have additional or special educational needs. The policy applies equally to all students and their families, whatever their gender, ethnic origin, home language, religion, disability or social circumstances. The policy also has implications for all our partners in the SEND process, e.g. governing bodies, parent/carers and both statutory and voluntary agencies.

The school's aims and objectives for all students, including those with SEND, are:

Make sure our school fully implements national legislation and guidance regarding students with SEND

Set out how our school will:

- Support and make provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of school life, so they can engage in the activities of the school alongside students who do not have SEND
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff.

In order to achieve the school will:

- Provide high-quality, inclusive teaching that enables all students, including those with SEND, to access the ambitious curriculum, develop independence and curiosity, and make strong progress in knowledge, skills and understanding.
- Maintain high expectations for every learner while delivering strong pastoral support, ensuring all students feel safe, valued and able to thrive, and promoting the school's core values of Pride, Participation and Empathy.
- Ensure equality of opportunity by removing barriers to learning, promoting inclusion across all aspects of school life, and enabling students with SEND to participate fully in extra-curricular, enrichment, trips, leadership roles and wider character-building experiences.
- Strengthen collaboration between students, staff and parents/carers through clear communication, shared decision-making and strong home and school partnerships that support each student's needs and potential.

2. Vision and values

Urmston Grammar School is committed to ensuring that every student, regardless of their characteristics, background or level of need, is supported to thrive, achieve their potential and develop the personal qualities that will equip them for successful adult lives. Our tradition of courtesy, mutual respect and high expectations captured in our motto "*Manners Makyth Man*"—underpins an inclusive culture where all learners are valued, challenged and supported.

We believe that excellence is achievable for every student. High-quality teaching, strong pastoral care and a learning environment that blends long-standing tradition with modern innovation enable all students, including those with SEND, to access an ambitious curriculum and make meaningful progress. Staff expertise ensures that each individual is nurtured, encouraged to pursue their personal best and empowered to become an independent, confident learner.

Our school values of *Pride*, *Participation* and *Empathy* shape the character of our community and guide our approach to inclusion. We want every student to take Pride in who they are and what they can achieve; to Participate fully in school life, enrichment and wider opportunities; and to show Empathy towards others, contributing to a culture built on tolerance, respect and understanding.

Through this shared vision, we ensure that all students; particularly those with SEND are prepared not only for academic success but for adulthood, equipped with the knowledge, skills, confidence and character needed to lead fulfilled, responsible and resilient lives.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on 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 students 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 guide for [academy trusts](#) which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students 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 our 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 adjustments 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 students with SEND are grouped into 4 broad areas. Students 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 student's particular area(s) of need, at the relevant time.

AREA OF NEED	DESCRIPTION
<p>Communication and interaction</p>	<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 not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Students 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students 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 student becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<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"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students 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 Deborah Smith (Dsmith@urmstongrammar.org.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student'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 students 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 students 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 students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 make sure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
- When a student moves to a different school or institution: Make sure that all relevant information about a student'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 students 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

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 student with SEND gets the support they need.
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND.
- Inform parents/carers when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any students 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/carers on their child's progress.
- Record accurately and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favorably 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 approach to using resources to support the progress of students with SEND.
- Make sure that all students from year 8 until year 13 are provided with independent careers advice.

6.3 The SEND link governor

The SEND link governor is Tracey Booth

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 students 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 students on the SEND register.
- Advise the LA when a student 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 student needs through a graduated approach.
- The progress and development of every student 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 student'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/carers 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 student and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the student

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 student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Invited to regular meetings to review the provision that is in place for their child. This can typically be at opportunities such as Annual Reviews, Transition events, Parents Evening and requests by the parents / carers.
 - Asked to provide information about the impact of SEN support outside school and any changes in the student's needs.
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student.
 - Given regular academic reports on the student's progress in line with the school's reporting schedule.
 - The school will take into account the views of the parents or carers in any decisions made about the student.

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.

The most up to date report can be found [here](#).

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

In determining if a student should be entered on to the SEND register the SENCO will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. In addition, the SENCO will also consider any reports or diagnoses which have been completed by relevant specialists.

The school assesses each student's current skills and levels of attainment upon entry, building on information from previous settings and Key Stages where appropriate. We actively consider evidence of any disability to determine the reasonable adjustments required to ensure equitable access.

Urmston Grammar School recognises the benefit of close liaison with a student's previous setting, typically their primary school, to ensure a successful transition. Primary schools and other educational establishments are required to provide comprehensive data via a 'transfer of information' form, which should include any current or recent SEND provision. From September 2025, this process will be further supported by the online "6 into 7" programme. To facilitate this, the SENCO organises school visits and provides additional transition opportunities where appropriate. Furthermore, parents and carers of children with identified SEND are invited to meet with the SENCO during the summer term prior to admission to record and address any specific concerns.

For students with an Education, Health and Care Plan (EHCP), the school establishes direct contact with the previous setting and parents/carers to discuss the student's specific requirements. Whenever possible, the SENCO will also attend the final Annual Review meeting at the student's current placement to ensure effective transition planning. For students identified at the SEN Support level, contact is similarly established with parents and the previous school, and targets from existing plans are utilised to maintain continuity of support upon transfer.

To ensure the early identification of needs, every student joining Urmston Grammar School in Year 7 undergoes universal screening via a well-recognised diagnostic test. This initial assessment identifies students who may require further investigation or targeted support.

Screening continues throughout other year groups to identify students eligible for Access Arrangements; this specifically includes assessments for all Year 9 students during the summer term to ensure appropriate provisions are in place before they begin their GCSE courses. Additionally, the school may conduct screenings focused on student mental health and wellbeing, allowing for the delivery of timely support or targeted interventions where necessary.

Teaching, Pastoral, and SEND staff are responsible for making student SEND referrals and learning plans in line with the Graduated Approach to support progress and identify potential needs. Class teachers regularly assess the progress of all students, identifying those whose progress is significantly slower than

their peers from the same baseline, fails to match or better their previous rate of progress, or fails to close (or further widens) the attainment gap. This assessment includes wider developmental and social needs alongside academic attainment.

When a student is identified as making slow progress, teachers will initially target areas of weakness through differentiated, high-quality teaching. Should progress fail to improve, the teacher will consult the SENCO to determine if the lack of progress may be attributed to a special educational need. Where necessary, and in consultation with parents or carers, the school will consider seeking advice from external specialists. It is noted that slow progress and low attainment do not automatically result in a student being recorded as having SEND.

Before deciding on special educational provision, the school identifies desired outcomes, including expected progress and attainment, while integrating the views and wishes of the student and their parents/carers. Staff consider potential short-term impacts on performance, such as bullying or bereavement, and take particular care when assessing students whose first language is not English. This holistic evaluation determines whether support can be provided by adapting the core offer or if "additional to and different from" provision is required.

8.2 Consulting and involving students and parents/carers

Urmston Grammar School places the student and their parents or carers at the heart of all decisions regarding special educational provision. When identifying whether a student requires additional support, we initiate early discussions with parents/carers to ensure a holistic understanding of the student's strengths and difficulties.

Parents and carers are integral participants in the Graduated Approach of Assess, Plan, Do, and Review. This involvement is facilitated through personalised learning plans, which are created by subject teachers and overseen by the SEND department. These plans ensure that the cyclical process of support is transparent, allowing parents to engage with the specific interventions being delivered and the progress being tracked. If it is formally decided that a student will be placed on the SEND register to receive special educational provision, parents/carers will be notified officially.

8.3 The graduated approach to SEN support

Urmston Grammar School uses the graduated responses, as outlined in the SEND Code of Practice and as part of the Trafford local offer. Once a student 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 (Assess, Plan, Do, Review).

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/carers 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 student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers 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 our management information system, Sims, and will be made accessible to staff in a student passport via the platform EduKey.

Parents/carers 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.

They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the 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/carers 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 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/carers.

8.4 Levels of support

School-based SEN provision

Students receiving SEN provision will be placed on the school's SEND register. These students 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 students will be marked with the code K.

Education, health and care (EHC) plan

Students 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 student, the provision that will be put in place, and the outcomes sought.

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

8.5 Evaluating the effectiveness of SEN provision

The school employs a robust framework to evaluate the effectiveness of SEND provision, ensuring that interventions deliver the desired impact on student outcomes. Progress is tracked systematically using

detailed provision maps and through the formal review stage of the Graduated Approach in every cycle of SEN support. Effectiveness is further measured through SENCO monitoring, student questionnaires, and direct feedback from both students and their parents or carers. For students with an Education, Health and Care Plan (EHCP), progress is formally evaluated through statutory Annual Reviews.

To ensure accountability and high standards of support, the impact of SEND provision is a standing agenda item across the school's leadership structure. This includes rigorous scrutiny through the Inclusion Panel, as well as dedicated Head of Year and Head of Department tracking meetings. These forums evaluate the efficacy of the Assess, Plan, Do, Review plans, allowing staff to refine strategies, reallocate resources, and ensure that every student makes meaningful progress.

9. Attendance

The national attendance data from the Department for Education shows many students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, at Urmston Grammar School we recognise that they may need additional support.

At Urmston Grammar School robust attendance systems are in place to track and monitor attendance. The strategies used to support students who are absent from school due to any SEND need is tailored to each individual on a case by case basis.

10. Safeguarding

We recognise that students with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer students with SEND, and the support we provide to help students overcome any communication barriers they face, see our [safeguarding/child protection policy](#).

11. Expertise and training of staff

Training is provided to all staff as part of the school's Professional Development programme. This can range from annual SEND updates and further training through INSET days and CPD sessions, where topics covered are linked back to how they can be used to support students with SEND. The school also engages with external providers and is currently going through the NDIS Programme and the Belong Programme. Both of these are providing teachers with practical strategies to help embed in classrooms to further support all students, but especially those with SEND.

Staff who join the school, such as ITT students, ECT teachers, follow an induction programme which includes training and information on SEND.

The SEND Team work with individual departments on a personalised basis to help support teachers to deliver high quality adaptive and inclusive teaching.

The SENCO attends various SEND training courses and is part of the Trafford SENDCO Network to ensure her expertise is current and is developing in line with government policy.

12. Links with external professional agencies

The 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:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- SENAS- Special Educational Needs Advisory Service
- Thrive
- Trafford Team Together
- Education welfare officers
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

Students at Urmston Grammar School are assessed for places via the Urmston Grammar School Admissions Assessment and the school is part of a consortium of schools, which shares its entrance examination for admission to Year 7 in September each year.

Information on the school's Admission Policy can be found [here](#).

Access arrangements for any SEND students for the entrance examination will be agreed before the entrance exam as part of the school's Admission Policy.

As part of the school's Admission Policy the oversubscription criteria states that category A perspective students are those with an Education Health Care Plan (EHCP) who have named the school and have successfully met the entry requirements.

13.2 Accessibility arrangements

The school building has a mixture of our traditional original school site and newer, more modern additions. The school building has been adapted to ensure access for students with disabilities, for example wheelchair users or students who are visually impaired. Lifts are available to all classrooms around the school. There are disabled toilet facilities. EVAC chairs are provided for emergency situations where students need to get downstairs without use of their wheelchair/crutches.

The school's Accessibility Statement can be found [here](#).

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the child's Form Tutor, Head of Year, subject teacher or the Head of Department. 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 using the school's Complaints Policy which can be found here: [school's complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student 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 see: [Trafford Directory | Disagreement resolution, mediation and SEND tribunal](#).

15. Monitoring and evaluation arrangements

15.1 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 aims and objectives set out in section 1.

To ensure our SEND provision remains effective and responsive, we continuously evaluate our impact across several key performance indicators. This includes ensuring there are processes in place where staff are aware of students' specific needs at the start of the academic year, as well as the timeliness and accuracy of our early identification processes. This will help staff meet the needs of all students through high quality adaptive and inclusive teaching as part of the ordinary available inclusive provision.

Throughout the academic year SLT, SENCO, Academic Board and Pastoral Board members rigorously monitor the academic progress and attainment of students once identified, ensuring that support leads to tangible outcomes. Beyond data, we measure our success by the lived experience of our students, specifically whether they feel safe, valued, and fully included within the school community developing our school values of Pride, Participation and Empathy. Finally, we place significant weight on feedback, from both students and their parents or carers into our ongoing review cycle.

15.2 Monitoring the policy

This policy will be reviewed by the Headteacher, SLT and 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 Body.

16. Links with other policies and documents

This policy links to the following documents:

[SEN information report](#)

[Trafford SEND Local Offer](#)

[Accessibility Statement](#)

[Behaviour policy](#)

[Equality information and objectives](#)

[Supporting students with medical conditions policy](#)

[Safeguarding / child protection policy](#)

[Complaints policy](#)