

SEND Policy

Thomas Keble School



This is a statutory policy and was agreed upon by the Full Trust Board on (and supersedes all previous policies relating to this area):	20/05/2026
Signed by The Chair of Trustees Ms Mia Baker:	
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Author:	E Belcher SENDCo

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- ▶ Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- ▶ Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Help pupils with SEND make a successful transition into adulthood
 - Work in partnership with pupils and their parents/carers, ensuring their views, wishes and feelings are central to decision-making (co-production)
- ▶ Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- ▶ Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At our school we will provide all pupils with access to a broad, balanced and challenging curriculum and for all pupils. For those pupils with SEND, at times, they will need an intervention or access to an alternative curriculum. Parents/carers will be consulted with to ensure all agree on curriculum changes. The Trustees of Thomas Keble School value the abilities and achievements of all its pupils and are committed to providing, for each pupil, the best possible environment for learning. The Learning Support Department operates in accordance with the following principles:

- All teachers at Thomas Keble are teachers of pupils with SEN/D.
- All pupils can achieve their very best.
- All pupils have a right to a broad and balanced curriculum.
- All pupils should share in all aspects of the life of the school.
- The department, pupils and parents should work in partnership.

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

We are focused on creating an inclusive environment, and will endeavour to review and develop provision to the needs and abilities of pupils within our capacity as a mainstream provision.

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 pupils 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 (SENDCOs) 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 guide for academy trusts which sets out trustees' responsibilities for pupils 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

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

The school will use its best endeavours to secure the special educational provision required for each pupil's special educational needs, in line with Section 66 of the Children and Families Act 2014.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum, within our financial and provision capacity as a mainstream school. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. This includes making reasonable adjustments and ensuring that policies (including behaviour and attendance) are applied in a non-discriminatory way.

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

5. Definitions

5.1 Special educational needs

A pupil 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

Pupils 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 pupils 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 one 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>Pupils 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>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"> • 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils 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 pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils 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 pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6.Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Emily Belcher, who can be contacted on SENDCO@thomaskeble.gloucs.sch.uk

They will:

- ▶ Ensure the school meets its statutory duties under the Children and Families Act 2014 and Equality Act 2010
- ▶ 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 trustee 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 make sure that appropriate provision is provided
- ▶ Liaise with potential next providers of education to make sure that the pupil and their parents/carers 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 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 pupils 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 pupils with medical conditions

- ▶ Provide access to a broad and balanced curriculum. At Thomas Keble, there is a pathway to KS4 vocational courses that sets out the individual needs of a pupil who may need to access an alternative curriculum or a vocational course. Pupils are not able to choose these courses as part of their options. Care is taken to identify suitable pupils to access these courses, based on the nominations of the SENDCO and DSL, in discussion with the Deputy Headteacher.
- ▶ Have a clear approach to identifying and responding to SEND
- ▶ Provide a report for parents/carers 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 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 favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- ▶ Make sure that there is a qualified teacher designated as SENDCO 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 all pupils from year 8 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Seb Bacon

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 SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher, Mr Steve Shaw will:

- ▶ Work with the SENDCO and SEND link trustee to determine the strategic development of the SEND policy and provision within the school
- ▶ Work with the SENDCO 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 pupils
- ▶ Make sure that the SENDCO 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 SENDCO, 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 SENDCO, 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 SENDCO 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 to meet pupil needs through a graduated approach, and delivery of The Super Six Strategies to meet all learning needs within the classroom.
- ▶ The progress and development of every pupil 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
- ▶ Responding to requests from the SENDCO to contribute information as needed. Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision. This might include a pupil requiring a specified intervention, a referral to an external agency or additional advice sought from a specialist SEND professional, i.e., advisory teacher.
- ▶ Ensuring they follow this SEND policy and the SEN information report Communicating with parents/carers in line with school processes through progress reports and parent's evenings.

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:

- ▶ Asked to contribute to the reviews of provision outside of the universal offer, at three points in the year, in the most appropriate form, i.e., via email, telephone or teams meeting.
- ▶ 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
- ▶ Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.7 The pupil

Pupils 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 pupil:

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

The pupil's views will be considered when 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. Within this report, you will find information regarding:

- ▶ The areas of SEND provided for at Thomas Keble
- ▶ How we identify children with send and assess their needs
- ▶ How our school include parents and pupils with SEND
- ▶ How we support our students who transition to our school, and transition to another school/provision.
- ▶ Thomas Keble's provision and how pupils are supported via Thomas Keble School's 'Graduated Pathway'
- ▶ How we ensure all students are included in activities alongside pupils who do not have SEND
- ▶ How we evaluate the effectiveness of our SEND provision
- ▶ How we support your child's wellbeing
- ▶ Who can you contact should you have any concerns about the provision for your child with SEND

The information report will be reviewed annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil'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 pupil may have a disability and if so, what reasonable adjustments the school may need to make.

In line with department and school systems, class teachers will regularly assess the progress of all pupils and report concerns to the SEND team. Termly operational meetings take place to review pupil's attendance and engagement in school. The SENDCO team attend all meetings to support the identification and appropriate actions to meet emerging needs. A lack of academic progress alone will not be used to identify SEN; the school will consider the full range of evidence, including observations, assessments and pupil/parent views.

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 pupils whose first language is not English.

When deciding whether the pupil 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 pupil and their

parents/carers. 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 pupil 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)

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 pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

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

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

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We will formally notify parents/carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to make reasonable adjustments 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. This is a nationally known process to review SEND progress.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services. The intervention will be reviewed at a time deemed appropriate by the SENDCO, and pupils' progress assessed within the intervention to ensure this intervention is effective in developing the skills needed.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review, within the financial and physical parameters available to the school. Outcomes will be clear, specific, measurable outcomes (SMART outcomes)

All staff who work with the pupil will be made aware of the pupil'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, and will be made accessible to staff in a Learning Plan (using Provision Map software).

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 pupil's class or subject teacher retains overall responsibility for their progress within subject areas. Progress that relates to skills developed as part of an intervention away from the classroom setting, such as spelling, reading accuracy and touch typing, are the responsibility of the SENDCo. The class or subject teacher retains overall responsibility for the pupil's progress, including where interventions are delivered by additional staff.

The SENDCO, specialist teacher and intervention leads will plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will choose the most appropriate mechanisms to support and inform staff.

4. Review

The effectiveness of the support and interventions and their impact on the pupil'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 pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.4 Levels of support

School-based SEN provision

Pupils 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 pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible, within financial and physical parameters the school is working in.

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 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 within interventions
- ▶ Carrying out the review stage of the graduated approach
- ▶ Monitoring by the SENDCO team

- ▶ Holding annual reviews for pupils with EHC plans
- ▶ Getting feedback from the pupil and their parents/carers

The impact of SEND provision will be evaluated using a combination of quantitative data (progress and attainment) and qualitative information (pupil voice, parent feedback and staff evaluation). This evaluation will inform future cycles of assess–plan–do–review and ensure provision remains evidence-informed and effective

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy. The school will consider whether absence is linked to unmet SEND needs and will make reasonable adjustments to attendance procedures where appropriate. For all pupils, there is a gradual response to attendance.

10. Safeguarding

We recognise that pupils 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, i.e., communication barriers, and higher risk of isolation and exclusion. Staff receive training to recognise how SEND can impact communication, disclosure and vulnerability.

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

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO 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.

12. Links with external professional agencies

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

- Specialist teachers or support services
- Educational psychologists
- Speech and language therapists
- Occupational therapists, ~~speech and language therapists~~ or physiotherapists
- General practitioners or paediatricians (referred to by medical staff only)
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early help coordinators

Parental consent will be sought before involving external agencies, unless safeguarding concerns override this requirement.

13. Admission and accessibility arrangements

13.1 Admission arrangements

> You can read our Admission Policy [here](#).

The school admits pupils with special educational needs and disabilities (SEND) in accordance with the School Admissions Code and the Children and Families Act 2014.

The school will:

- ▶ Ensure that **pupils with an Education, Health and Care (EHC) plan are admitted where the school is named in the plan**, in line with Section 43 of the Children and Families Act 2014
- ▶ Not discriminate against pupils with SEND or disabilities in the admissions process
- ▶ Ensure that admission arrangements **do not unfairly disadvantage or exclude pupils with SEND or disabilities**

Where the school is oversubscribed, the **oversubscription criteria are applied fairly and in accordance with the School Admissions Code**, with no disadvantage to pupils with SEND or disabilities.

The school will work closely with:

- ▶ feeder schools
- ▶ the local authority
- ▶ parents/carers

to ensure that **appropriate provision is in place prior to a pupil with SEND joining the school**, including for those with EHC plans or identified additional needs.

13.2 Accessibility arrangements

> You can read our Accessibility Plan [here](#).

The school is committed to meeting its duties under the **Equality Act 2010**, including the duty to make reasonable adjustments and to plan to increase accessibility for disabled pupils over time.

Reasonable adjustments

The school will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers. This includes adjustments to:

- ▶ the curriculum
- ▶ teaching and learning approaches
- ▶ the physical environment
- ▶ access to information
- ▶ policies and procedures (including behaviour and attendance)

Pupil voice will be central to this process. The school will:

- ▶ Actively seek and take into account the views, experiences and preferences of pupils when identifying barriers to learning
- ▶ Involve pupils in discussions about the support and adjustments that work best for them
- ▶ Ensure pupils are supported to express their views in a way that is appropriate to their needs (e.g. visual supports, adult advocacy, alternative communication methods)
- ▶ Review adjustments regularly with pupils to ensure they remain effective and appropriate

Examples of pupil-led adjustments may include:

- ▶ A pupil identifying that they concentrate better when seated near the front or away from distractions, leading to adjusted seating plans
- ▶ A pupil requesting the use of a laptop, coloured paper or specific font to support reading and recording
- ▶ Agreeing with a pupil a “time-out” or safe space system to manage anxiety or sensory overload
- ▶ A pupil choosing how instructions are presented (e.g. written, visual, chunked, or repeated verbally)
- ▶ A pupil helping to design their own support strategies, such as checklists, task planners or visual timetables
- ▶ Adjusting homework expectations or formats following discussion with the pupil about workload and stress
- ▶ A pupil contributing to decisions about scaffolding (e.g. sentence starters, writing frames)
- ▶ Agreeing alternative ways to demonstrate understanding (e.g. verbal responses, recorded work, mind maps instead of extended writing)
- ▶ A pupil identifying triggers for dysregulation and co-producing strategies to reduce these within lessons or unstructured time
- ▶ Input from the pupil into access arrangements, including what support enables them to perform at their best in assessments

Examples of reasonable adjustments may include:

- ▶ differentiated teaching and adapted resources
- ▶ additional adult support
- ▶ use of assistive technology
- ▶ adjustments to timetables
- ▶ alternative ways of recording work

- ▶ access arrangements for assessments

Accessibility plan

The school maintains an **Accessibility Plan**, which is published on the school website. This plan sets out how the school will:

- ▶ **Increase access to the curriculum** for pupils with disabilities
- ▶ **Improve the physical environment** to enable greater participation
- ▶ **Improve the availability of accessible information** to pupils with disabilities

The Accessibility Plan is reviewed regularly and updated in line with statutory requirements.

Facilities and support

The school provides a range of facilities and support to enable access for disabled pupils, which may include:

- ▶ accessible classrooms and routes around the site
- ▶ specialist equipment where required
- ▶ access to medical support
- ▶ adapted learning materials

The school will work with external agencies where appropriate to ensure that pupils' access needs are fully met.

Access to information

The school ensures that information is provided in formats that are accessible to pupils and parents/carers with disabilities where required. This may include:

- ▶ larger print documents
- ▶ simplified or adapted materials
- ▶ verbal or visual support

Requests for alternative formats can be made via the school office.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise this informally with the SENDCO. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school's complaints policy that can be accessed [here](#).

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 in our local area, please follow the link to SENDIAS, who provide information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND).

<https://sendiassglos.org.uk/>

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 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/carers

15.2 Monitoring the policy

This policy will be reviewed by Emily Belcher 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.

16. Links with other policies and documents

This policy links to the following documents, and these documents can be found on the school website:

<https://www.thomaskeble.gloucs.sch.uk/page/?title=Policies&pid=72>

- ▶ SEN information report
- ▶ Accessibility plan
- ▶ Behaviour policy
- ▶ Equality policy
- ▶ Supporting pupils with medical conditions policy
- ▶ Attendance policy
- ▶ Child protection and safeguarding policy
- ▶ Complaints policy

Gloucestershire's Local Offer for parents and carers can be found here.

https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2_1

The Local Offer is a central source of information on services for children and young people aged 0-15 years with Special Educational Needs and Disabilities (SEND) and their families in Gloucestershire.