LUX MUNDI

LIGHT OF THE WORLD ~ CATHOLIC ACADEMY TRUST

Special Educational Needs and Disabilities (SEND) policy

For use across all Academy schools within the Lux Mundi Catholic Academy Trust

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Mission Statement

Lux Mundi Catholic Academy Trust is a guiding light dedicated to providing Catholic education that embraces and benefits all members of our diverse faith community. Our mission is to create a harmonious environment where everyone can flourish, guided by the principles of inclusivity and community. These values are central to our commitment to delivering high-quality teaching and fostering collaborative learning experiences.

By integrating the core values of Catholic education, faith, respect, and compassion, we ensure that our educational approach is academically enriching and nurturing for the whole person. Our dedication to inclusivity means we welcome pupils of all faiths and none, creating a community where everyone is valued and supported. This holistic approach prepares our pupils to be thoughtful, responsible citizens who contribute positively to society.

This SEND policy sets out our approach to special educational needs and disabilities across the Lux Mundi Catholic Academy Trust. To find out how this policy is implemented in each of our Schools, see the SEN information report which is available on the School's website and their SEND Policy where available.

1. Aims and objectives

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

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND.
- Set out how our trust will, across all of our schools:
    - Support and meet individual needs for pupils with special educational needs and disabilities though a wide range of provision
    - Provide pupils with SEND opportunities to access all aspects of school life alongside pupils who do not have SEND with reasonable adaptations that will allow for this
    - Ensure the identification of all pupils requiring SEN provision as early as possible in their school career
    - Help pupils with SEND fulfil their aspirations and support them to meet their full potential
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Help pupils with SEND make a successful transition into adulthood from secondary schools
    - Achieve a level of staff expertise to meet SEND pupil needs
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
    - Work towards inclusion in partnership with other agencies and schools within our trust.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Ensure the Trust and School SEND policies are consistent
- Ensure that the SEND Policy is understood and implemented consistently by all staff.

2. Vision and values

- To be united as an outstanding Catholic educating and worshipping community, promoting spiritual, academic and moral growth.
- To enable all pupils and the wider community to learn so that they fulfil their potential and aspirations, growing and flourishing together as God has called us to do.
- To be a place of harmony, working in partnership to promote justice, respect, service, inclusiveness and collaboration as a community where all are equally valued and loved.
- To work together utilising our resources to ensure high quality teaching and learning and an ambitious, engaging, enriching and rewarding curriculum.

- Lux Mundi Catholic Academy Trust is a guiding light dedicated to providing Catholic education that embraces and benefits all members of our diverse faith community. Our mission is to create a harmonious environment in our schools where everyone can flourish, guided by the principles of inclusivity and community. These values are central to our commitment to delivering high-quality teaching and fostering collaborative learning experiences for all pupils.
- By integrating the core values of Catholic education - faith, respect, and compassion - we ensure that our educational approach is academically enriching and nurturing for the whole person. At all the schools in our trust, we will provide all pupils with access to a broad and balanced curriculum.
- Our dedication to inclusivity means we are focused on creating an inclusive environment where we welcome students of all faiths and none, where provision is tailored to the needs and abilities of our students, no matter how varied, in a community where everyone is valued and supported. We are committed to making sure all our students have the chance to thrive and to supporting them to meet their full potential.
- We recognise that many students may have special educational (SEN) needs at some time during their school life. In implementing this policy across our schools, we believe pupils will be helped to overcome or better manage the challenges they face in an inclusive environment which provides the chance for all students to thrive.

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 (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- Will be revised to reflect the *2026 Schools White Paper,* Every child achieving and thriving when in force
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out schools' 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 those with a disability) and those who don't share it
- The academy trust governance guide which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

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

4. Inclusion and equal opportunities

In our schools we strive to create an inclusive teaching environment that offers all pupils, no matter the nature of their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by monitoring that schools are 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 so far as is reasonably practicable acting at all times in the best interests of the child or young person.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that calls for 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 negative effect on their ability to do normal daily activities.

All schools in our trust 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 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction (C&I)	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. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning (C&L)	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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 (SEMH)	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, \or by the pupil becoming withdrawn or isolated.
Sensory and/or physical (S/P)	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

The trust has a link SEN Director who has specific oversight of our schools' arrangements for SEN.

Each of our schools has a governor on its local governing body with oversight of their school's arrangements for SEN.

The individual local governing body for each of our schools has delegated the responsibility for the day-to-day implementation of the SEND policy to their school SENCOs who have Qualified Teacher Status and have achieved the National Award for Special Educational Needs Co-ordination PG Certificate (NASENCO) or the National Professional Qualification (NPQ) for SENCOS within three years of taking the role. All school staff have a responsibility for pupils requiring SEND provision in their class and school. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants as well as class teachers and SENCOs play a major role in the support of pupils with SEND.

The Trust employs a SEND Professional who supports the Trust schools and the Trust Board.

6.1 The SENCO

The SENCO of each school in the trust will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher or head of school and the governor with responsibility for SEND 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 the 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 including educational psychology services, health and social services including CAMHS, speech and language therapists and other voluntary bodies.
- 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 or head of school and local governing body to make sure that 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 or head of school, 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 or head of school, 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 or head of school, teaching and support 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 Board of Directors and local governing bodies

The Board of Directors is responsible for making sure the following duties are carried out, though the duties can be delegated to a local governing body in each of the trust's schools, committee or individual 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 and any reasonable adjustments agreed
- Make sure that the school meets its responsibilities under the Equality Act 2010 so that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Inform parents/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their 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 our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each 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
- In a secondary school make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

6.3 The SEND Director/local governor

The trust's SEND director who oversees SEND on the board of directors is Ciara Nicholson (contact@luxmundi.co.uk).

The SEND director will:

- Help to raise awareness of SEND issues at board of director meetings
- Monitor the quality and effectiveness of SEND provision within the trust's schools and update the board on this.

Each trust school has its own governor assigned to oversee SEND in their school.

The SEND governor will:

- Help to raise awareness of SEND issues at its governing body meetings
- Monitor the quality and effectiveness of SEND provision across their school and update the governing body on this
- Work with the headteacher/head of school and SENCO to determine the strategic development of the SEND policy and provision in their school

6.4 The headteacher or head of school

The headteacher or head of school will:

- Work with the SENCO, SEND Director and the school's SEND governor to determine the strategic development of the SEND policy and provision within the school

- Work with the SENCO, SEND Director and the school's SEND governor 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 in the school, 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 SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO who will advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor the teaching and learning for SEND in school to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the 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 adapted and differentiated to meet pupil needs through a graduated approach
- 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
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents/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 pupil and the school
    - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

Our schools aim to work in partnership with parents and carers.

Parents or carers should inform the school if they have any concerns about their child's progress or development or if they perceive their child may be having difficulties or have other needs which need addressing.

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:

- Kept informed and given support during assessment and any related decision-making process about SEND provision
- Invited to attend meetings at which the provision that is in place for their child is to be reviewed or to request such a meeting
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's SEN or health 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. Where appropriate 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 individual targets or outcomes across the curriculum
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered when in making decisions that affect them, whenever possible.

7. SEN information report

Every school in the trust publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report is updated 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

Staff 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. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

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

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

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

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

Potential short-term causes that might explain or impact on behaviour or performance will be considered, such as bullying, anxiety, attendance and punctuality 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, school staff 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. They will use this to determine the support that is needed and whether the school can provide it by adapting its 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)

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

8.2 Consulting and involving pupils and parents/carers

Our schools aim to work in partnership with parents and carers and will put the pupil at the heart of decisions made about special educational provision.
When aiming to identify whether a pupil needs special education provision, our schools will have an early 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
- The school takes 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.
Our schools will notify parents/carers when 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, the school will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents/carers and the pupil, 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 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 the school's management information system (MIS) and will be made accessible to staff through an individual education plan or school-based support plan or other form of record kept by the school.

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.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. 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 pupil'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 pupil's progress will be reviewed in line with the agreed date.

The school 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 teacher and the SENCO 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 support (SEN K)

Pupils receiving SEN support will be placed on the 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.

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

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

Education, health and care (EHC) plan

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

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers
- Commissioning external professional who support the pupils such as speech and language therapist and the educational psychologist to review.

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.

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.

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 headteachers, executive leaders and the SENCOs will continuously monitor to identify any staff in their school 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 trust recognises that it will not be able to meet all the needs of every pupil without external or additional education support. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Hearing Impairment Team
- Child and Adolescent Mental Health Services (CAMHS)
- Education welfare officers
- Social services
- Children with Diabetes Team
- The Looked After Children's team
- Tower Hamlets Emotional Well-being Service (THEWS)
- BASS –The Behaviour Support Team
- Specific Learning Difficulties Team
- Voluntary sector organisation
- Reengagement Unit (REU)

13. Admission, Special Provision and accessibility arrangements

13.1 Admission arrangements

- When admitting pupils, our schools follow the process and legal requirements. We are fully committed to fair and inclusive admissions for all pupils including those with SEN or disabilities. Our schools follow due process and legal requirements under the SEND Code of Practice and the Equality Act.
- If a child has an Education, Health and Care (EHC) plan that names the school, they are given priority and will be admitted before any other applicants.
- The admissions criteria/ Admissions Policy in each of our schools are aligned to our vision and values. The admissions arrangements are designed to avoid discrimination, and the oversubscription criteria- such as looked after status, siblings, and distance- do not disadvantage pupils with SEN or disabilities. Where our schools are able to provide a specialist provision the entry criteria are available on the school's website.
- To find out more about how this section of our policy is implemented in our schools, parents and carers should visit the school's website to see the school's SEN Information report and the school's own admissions criteria/Admissions Policy. They can request copies from the school office.

13.2 Accessibility arrangements

- We are fully committed to supporting pupils with disabilities and ensuring they are treated equally in all aspects of school life.
- We take active steps to prevent disabled pupils from being treated less favourably than others by promoting a culture of respect, inclusion, dignity and individual support.
- To help disabled pupils access our schools, a range of facilities, auxiliary aids and services are available. These may include:

- Wheelchair access and adapted toilets with handrails.
- Assisted technology equipment
- Adapted learning materials and communication aids.

Full details of accessibility arrangements and adaptations for individual schools in our trust can be found in each school's own Accessibility Policy and Accessibility Plan available on the school's website or from the school office.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, **they should follow the process outlined in the school's complaints policy. C**omplaints should be handled informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the headteacher/Head of School in the first instance. They will be handled in line with the school's complaints policy which can be viewed on the school's website.

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.

https://www.gov.uk/rights-disabled-person/education-rights

To find out about disagreement resolution and mediation services in your school's local area, please visit:

for schools in London Borough of Tower Hamlets

https://www.localoffertowerhamlets.co.uk/organisations/32301-kids-send-mediation-service

for schools in the London Borough of Hackney

https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/advice.page?id=AP5obOp4wtg

for schools in the London Borough of Haringey

https://haringey.gov.uk/children-young-people-families/send-local-offer

Details of each school's local special educational needs and disabilities information, advice and support (SENDIAS) services can be found in the school's SEN information report on the school's website.

Parents and carers can also request mediation by contacting Kids Mediation. For details please visit:

https://www.kids.org.uk/mediation-home/

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 the trust **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year and changes advised to our schools.

It will be approved by the board of directors.

16. Links with other policies and documents

This policy links to the following trust schools' documents, where applicable, which can be viewed on each school's website.

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