



Bexhill
Academy

Special Educational Needs and Disabilities (SEND) policy

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Version	Date updated	Changes	Page number
1.1	24 th July 2025	Updated the SENCO's name	Throughout
		Added reference to the National SEND Standards and Improvement Plan	3
		Added reference to Transitions and Preparation for Adulthood	12
		Added Mental Health Support Team (MHST) to the list of external agencies that we work with	14

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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 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
- Make sure the SEND policy is understood and implemented consistently by all staff

This policy should be read in conjunction with the school's SEND Information Report and the East Sussex Local Offer.

2. Vision and values

Bexhill Academy values the individuality of all students. We are committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter. This policy helps to ensure that we promote the individuality of all our students, irrespective of ethnicity, attainment, age, disability, sexual orientation, religion, gender or background. Further information is available within our SEN Information Report and is available on the school website.

At Bexhill Academy our vision is simple:



To achieve this, **learning is at the heart of everything that we do**. We work tirelessly to ensure our students achieve academically, become well-rounded, responsible citizens, who have successful and fulfilling lives.

Three core values underpin this:

Aspirational

- We provide an ambitious, broad and balanced curriculum in which students feel confident in taking an active role and aiming high within their learning.
- We ensure students are challenged and show resilience and independence.

Collective Responsibility

- We promote a culture where everyone in our community understands that their own actions and choices make Bexhill Academy the best school it can be.
- We collectively champion positive behaviour and celebrate our successes.

Firm but Fair

- We are firm in upholding the highest standards, but we will never be unreasonable in our requests.
- This will help us to ensure that every child feels safe, happy and secure in our school.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for 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 Handbook](#), which sets out trustees' 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

3.1 National SEND Standards and Improvement Plan

As part of the Department for Education's SEND and Alternative Provision Improvement Plan, our school is committed to aligning with the forthcoming national SEND standards. These standards aim to ensure consistent, high-quality provision across England and will guide how we identify needs, deliver support, and engage with families.

We will:

- Monitor updates from the DfE and East Sussex County Council regarding the rollout of these standards.
- Participate in local SEND partnerships and contribute to the development of the Local Inclusion Plan.
- Review and adapt our SEND practices to meet the expectations set out in the national standards once published.

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	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>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 developmental coordination disorder (DCD)• 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
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) 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>

AREA OF NEED	
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • 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 Mr Mike Walton: mike.walton@bexhillacademy.org

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 adapted 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 ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents 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 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 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 a 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 SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 11 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is Sara Attwood

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 adapted 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 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' 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 termly meetings to review the provision that is in place for their child
- 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 termly reports on the student's progress

The school will take into account the views of the parent or carer 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.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. At secondary transfer, we liaise closely with our feeder primaries and there is a comprehensive transition plan which ensures that vulnerable year six students receive the maximum support during phase transfer. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all students and identify and refer their concerns via the year team for any student whose progress:

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

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

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adapted, 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.

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

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

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a student is joining the school, and:

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

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

For some students, whose progress continues to give cause for concern, additional action may be taken and a formal Additional Needs Plan (ANP) will be put in place. Where necessary we will, in consultation with the student's parents or carers, consider consulting an external specialist. If a student does not make satisfactory progress in response to the ANP, then the academy may choose to submit a request for an Education, Health and Care Needs Assessment (EHCNA) to the Local Authority.

8.2 Consulting and involving students and parents

We recognise the importance of developing a good partnership with parents and carers as this puts the student and their parents/carers at the heart of all decisions made about special educational provision. SEND staff are available by appointment to discuss concerns and there are also regular opportunities to meet with SEND staff during whole school parent/carer evenings.

All meetings and communication with parents/carers is logged on Edukey to allow us to develop a good understanding of the student's areas of strength and difficulty.

Parents and carers of students with EHCPs are always invited to contribute to the Annual Review, both in the form of providing written advice and attending the meeting.

They also meet throughout the year with members of the SEND team, as well as colleagues from external agencies where relevant.

8.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's teachers and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the 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 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 Support Profile accessed via Edukey.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. 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 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.

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 Transitions and Preparation for Adulthood

We recognise the importance of preparing students with SEND for successful transitions into adulthood, further education, employment, and independent living.

To support this, we:

- Provide tailored careers guidance from Year 8 onwards.
- Collaborate with external agencies to ensure students with EHCPs receive appropriate transition planning.
- Offer a broad and balanced curriculum to support access to apprenticeships and vocational routes.

8.6 Evaluating the effectiveness of SEN provision

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

- Tracking students' progress, including in the review of interventions
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents
- Impact reports produced by intervention leads

9. Expertise and training of staff

STAFF NAME	ROLE	SEND QUALIFICATION
Mrs Trudy Hillman	Deputy Headteacher – Inclusion and Safeguarding	BSc(Hons) Psychology MA Education Diploma in Health and Social Care Designated Safeguarding Lead Trained
Mr Mike Walton	Assistant Headteacher – SENCO	NASENCO BA (Hons) Music with QTS Designated Safeguarding Lead Trained Team Teach Trained
Mrs Zoe Ward	Deputy SENCO	NASENCO CPT3A – Access Arrangements BA Hons Education & English Literature PGCE Secondary
Miss Rebecca Thomas	Assistant SENCO	BA (Hons) Early Childhood Studies with Health Studies MSC Psychology (Conversion) PGCert Specialist Teaching & Assessment for Dyslexia with AMBDA and APC Level 2 Youth Mental Health First Aider Team Teach Trained
Miss Isabelle Meredith	LINK Facility Lead	BA Hons in Media, Culture and Identity Team Teach Trained Emergency First Aid at work Social Stories trained Other Relevant CPD: <ul style="list-style-type: none"> • Emotional regulation • Women, Girls and Autism • Relationships and Sex Education – Autism Support • Understanding and supporting students with Demand Avoidant profiles • Exploring Anxiety • Understanding Autism, Asperger's and ADHD

Miss Laura Caister	Head of TAs	BA (Hons) Working with Children and Young People (pending July 2025) NCFE CACHE Level 2 Certificate in Understanding Autism Award of Proficiency in Access Arrangement Coordination (APAAC) Level 2 in Support Teaching and Learning
Ms Mandy Clifford	SEMH Intervention Lead	KV116 Dyslexia Screening, Support and Report Writing Theory and Practice of Nurture Groups
Mrs Avril Crawford	Literacy Intervention Lead	MA in Professional Practice (Voice Pedagogy) Lexonik Leap Trained Lexonik Advance Trained Toe-By-Toe Trained Level 2 Certificate in Understanding Autism Youth Mental Health First Aid
Mrs Angie Nettle	School Counsellor	Accredited membership British Association for Counselling and Psychotherapy (BACP)
Mrs Vicky Ransom	Mental Health First Aid Lead	Psychology Degree MHFAider Youth MHFAider Adult MHFA Trainer Youth ASIST suicide intervention
Mrs Jan Phillips	SLCN Intervention Lead	NCFE Level 2 in Understanding Specific Learning Difficulties Nuffield Dyspraxia Program Levels 1,2,3 and 4 A Level in Speech Therapy and SEN Teaching Assistant Course Makaton Levels 1, 2, 3 and 4.
Mrs Catherine Wilson	Lead TA for Physical & Sensory	Level 3 NVQ in Health and Social care for Children and Young People

Training will regularly be provided to teaching and support staff. The headteacher, SENCO and teaching and learning team will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school has well-established links with various external agencies including:

- Educational Psychologist
- Communication, Learning and Autism Support Service (CLASS) Advisor
- Speech and Language Therapists (SALT)
- Mental Health Support Team (MHST)
- Specialist teachers or support services
- Occupational Therapists (OT) or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Children's services

This work is undertaken in line with agency service agreements and any relevant traded services arrangements. Visiting specialist professionals may offer the following support:-

- reports/assessment;
- help with the identification, observation and assessment of individual students;
- direct teaching and counselling of targeted students;
- practical support for class teachers;
- loan of equipment and materials;
- advice for teachers;
- in-service training (INSET).

The SENCO also regularly attends SENCO Cluster meetings: sharing good practice, resources and developing shared strategies.

11. Admission and accessibility arrangements

11.1 Admission arrangements – Main School

The school caters for the full ability range and the presence or absence of SEND is not a factor in the selection of a student. In year admission interviews for students with SEND are chaired by a member of the SLT in conjunction with a relevant representative from the Inclusion Department if appropriate. Parents/carers of pupils with SEND are encouraged to bring all relevant paperwork along to the meeting. Further information available in our [Admissions Policy](#).

11.2 Admission arrangements - The LINK

The school has a Special Facility for EHCP (Education, Health, Care Plan) students with Autistic Spectrum Condition and this is managed by Miss Meredith. The admissions policy for the Facility differs from that of the school as a whole: the students come from a wider catchment area and are recommended for admission by ESCC. The LINK offers students a tailored support package which includes in class support and withdrawal for additional support. Prospective parents/carers are encouraged to arrange an individual visit to the facility.

11.3 Accessibility arrangements

The school is committed to providing an environment, within its resources, that allows disabled students full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and there is lift access for

students and staff with disabilities. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. In our languages block we move classes so that students with mobility concerns are taught on the ground floor.

Teachers modify teaching and learning expectations as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by young people with disabilities takes account of the following:-

- their pace of learning and the equipment they use;
- the effort and concentration needed, for example, visual aids;
- is adapted or offers alternative tasks in those subjects where a barrier is present.
- allows opportunities for participation in educational visits
- uses assessment techniques that reflect their individual needs and abilities.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. 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 to the headteacher in the first instance. They will be handled in line with the school's complaints policy [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 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 in relation to elements of EHCPs, <https://localoffer.eastsussex.gov.uk/send-information-and-services/education-health-and-care-plans/ehcp-appeals-and-mediation>. You can request mediation by contacting Assessment & Planning admin team by:

Phone: 01273 336 740

Email: sen.caseworkassistants@eastsussex.gov.uk

13. Monitoring and evaluation arrangements

13.1 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 students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy will be reviewed by the 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 board.

14. Links with other policies and documents

This policy links to the following documents:

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