



**Victoria School
Special educational needs
and
disabilities
(SEND) policy**

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1 Aims and objectives

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

Victoria 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
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Victoria school, we are committed to providing every pupil with access to a broad, balanced, and high-quality education. We believe that all children, including those with special educational needs or disabilities (SEND), have the right to thrive, to reach their full potential, and to be fully included in every aspect of school life.

We value inclusion and celebrate diversity. We aim to foster a strong sense of community and belonging, where every child feels respected, supported, and able to succeed. This does not mean treating all pupils in the same way, but ensuring that provision is tailored to individual needs, abilities, and experiences.

Our approach is rooted in creating an inclusive environment that recognises and responds to the varied learning needs of our pupils. Where a child has SEND, we will do all we can to remove barriers to learning and provide the right support to enable them to flourish academically, socially, and emotionally.

3. Legislation and guidance

This is based on the statutory guidance Special Educational Needs and Disability (SEND) Code of Practice [SEND code of practice: 0 to 25 years - GOV.UK](#)

Keeping Children Safe in Education and working together to improve school attendance [Keeping children safe in education - GOV.UK](#)

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 [Children and Families Act 2014](#)

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 Special Educational Needs and Disability Regulations 2014](#)

The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities [Equality Act 2010](#)

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets 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. [Public Sector Equality Duty: guidance for public authorities - GOV.UK](#)

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 [School admissions: How to apply - GOV.UK](#)

4. Inclusion and equal opportunities

At Victoria 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. We are committed to offering all pupils 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 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 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.

<p style="text-align: center;">Communication and Interaction</p> <p>This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs</p>	<p style="text-align: center;">Cognition and Learning</p> <p>This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties</p>
<p style="text-align: center;">Social, Emotional and Mental Health Difficulties</p> <p>This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn.</p>	<p style="text-align: center;">Sensory and/or Physical Difficulties</p> <p>This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our Infant site is Christine Humble, the SENCO at our Junior site is Siobhan Fennessy.

They 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 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 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
- 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 governing board/board of trustees

The Governing Body 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
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for 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 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 pupils with SEND

6.3 The SEND link governor

The SEND link governor is Mrs Wendy Kendal (Chair of Governors).

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 schools

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 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 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet 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:
 - o Set clear outcomes and review progress towards them
 - o Discuss the activities and support that will help achieve the set outcomes
 - o Identify the responsibilities of the parent, the pupil and the school
 - o Listen to the parents'/carers' concerns and agree their aspirations for the pupil

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:

- Invited to timely 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 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 consider 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 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 pupils with SEND and assessing their needs

At our school, we are committed to the early and accurate identification of special educational needs and disabilities (SEND). We recognise that timely support is essential to enable all pupils to achieve their full potential.

Initial Assessment

➤ On entry to school, we assess each pupil's skills and levels of attainment, drawing on information

from previous settings, Key Stages, and external professionals where relevant.

➤ We also consider any evidence of disability and identify reasonable adjustments that may be required to ensure full access to learning.

Ongoing Monitoring

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

➤ Is significantly slower than their peers starting from the same baseline

➤ Fails to match or better their previous rate of progress

➤ Fails to close the attainment gap with peers

➤ Widens the attainment gap

➤ Progress is considered not only in terms of attainment, but also in wider development, social skills and well-being.

Response to Concerns

➤ Where slow progress is identified, teachers will provide targeted, high-quality, differentiated

teaching.

- If progress does not improve, the teacher will raise concerns with the SENCO to explore whether this may indicate a special educational need.
- In consultation with parents/carers, the SENCO may seek advice from external specialists.

Contextual Factors

- Slow progress or low attainment does not automatically mean a pupil has SEN.
- We will also consider short-term factors affecting performance (e.g., bereavement, bullying, medical issues) before identifying SEN.
- Particular care is taken when assessing pupils with English as an additional language, to ensure needs are not misidentified.

Decision-Making

Identification of SEN is based on:

- Desired outcomes, including expected progress and attainment
- The views and wishes of the pupil and their parents/carers
- Whether needs can be met through adaptation of the school's core offer, or whether different/ additional provision is required.

Joining the School

- If a pupil has been identified as having SEN in a previous setting, is known to external agencies, or has an Education, Health and Care Plan (EHCP), we will liaise with all professionals involved to ensure that appropriate support is in place before the pupil starts.

Early Communication with Home

We place strong emphasis on working closely with families to identify and support needs at the earliest stage.

This includes:

- Induction process (this can be bespoke to the pupil)
- EYFS visits to preschool settings
- School linked Health Visitor
- Open-door policy for parents/carers
- Regular Team Around the Child (TAC) meetings
- Engagement with health visitors and other professionals

- Personalised transition planning
- Screening and Monitoring Tools
- Entry assessments and screenings in response to concerns
- Regular pupil progress meetings
- Ongoing professional development for staff

Through this proactive and collaborative approach, we aim to identify need early, respond effectively, and ensure that every pupil has the support they require to succeed.

8.2 Consulting and involving pupils and parents/carers

At our school, pupils and their parents/carers are placed at the heart of all decisions about special educational provision. We believe that effective support can only be achieved through open, honest, and collaborative relationships.

Early Discussions and Ongoing Communication

When identifying whether a pupil may need special educational provision, we begin with early discussions involving the pupil, their parents/carers, and relevant staff. These conversations ensure that:

- Everyone develops a clear understanding of the pupil’s strengths and areas of difficulty
- Parents’/carers’ concerns are fully considered
- Desired outcomes for the child are agreed together
- Next steps are understood by all parties

A record of these discussions is added to the pupil’s file.

Parents/carers are formally notified if it is decided that their child will receive special educational provision.

Involving Pupils in Their Own Support

We value pupil voice and actively involve children in shaping their own support through:

- Creating One Page Profiles to capture their strengths, interests, and strategies that help them
- Providing access to resources chosen by the child, such as ear defenders, visual timetables, overlays, writing boards, fidget tools, or communication cards
- Offering “Time to Talk” sessions with trusted adults
- Encouraging participation in wider school life, such as after-school or lunchtime clubs and School Council
- Making sure pupils know which adults in school they can go to for help

Working in Partnership with Parents/Carers

We maintain strong communication with families through:

- Regular SEND review meetings/ IEP's, where progress is discussed and next steps agreed together
- An open-door policy for parents/carers to share concerns or updates
- Sharing notes and outcomes from all meetings to ensure transparency and consistency

This collaborative approach ensures that provision is personalised, meaningful, and rooted in the voices of both pupils and their families.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will act 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 our management information system, Arbor/Insight, and will be made accessible to staff in school-based support plan.

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.

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 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 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. 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 are committed to ensuring that the provision we put in place for pupils with SEND has a positive and measurable impact. To achieve this, we regularly evaluate the effectiveness of provision through a range of approaches, including:

- **Tracking and monitoring progress:** We carefully track pupils' academic and wider progress, using provision maps and assessment data to measure the impact of support.
- **Graduated approach reviews:** At each cycle of SEN support, we review outcomes, interventions, and next steps to ensure provision remains appropriate and effective.
- **Pupil voice:** We gather the views of pupils through questionnaires, discussions, and observations to understand their experience of support.
- **Parental feedback:** We actively seek feedback from parents and carers about how well provision is meeting their child's needs.
- **SENCO monitoring:** The SENCO regularly monitors provision in the classroom and works with staff to ensure consistency and quality of support.
- **Annual reviews:** For pupils with Education, Health and Care (EHC) Plans, we hold formal annual reviews to evaluate progress towards outcomes and adjust provision where needed.

This cycle of review and reflection helps us to adapt provision quickly, celebrate successes, and ensure every pupil receives the support they need to thrive

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

Our school is committed to the ongoing learning and professional development of all staff. Training opportunities are provided in line with the school's CPD and Training Policy to ensure that staff have the knowledge and skills required to meet the diverse needs of our pupils.

The SENCO plays a key role in assessing staff competencies and ensuring that training provision supports the development of awareness, understanding, and effective practice in identifying, assessing, and teaching pupils with SEND. Regular training is provided for both teaching and support staff, covering areas such as high-quality classroom strategies, targeted interventions, and specific needs.

The Headteacher and SENCO work together to monitor staff training needs on an ongoing basis. Where specific needs are identified, these are incorporated into the school's wider CPD plan to ensure provision remains responsive and relevant.

Through this commitment to training, we aim to build a confident and skilled staff team that is able to provide inclusive, high-quality education for all pupils.

12. Links with external professional agencies

The school recognises that it cannot meet all the needs of every pupil on its own. Some children with special educational needs and disabilities (SEND) may require support from professionals outside the school setting to achieve a successful learning journey.

At Victoria School, we work closely with a range of external agencies and services to support the needs of children in school. Permission is always sought from parents/carers before involving these agencies.

External agencies and services we may work with include, but are not limited to:

- SEND Team
- Educational Psychologists and Specialist SEND Teachers
- Occupational Therapy Service
- Speech and Language Therapy Services
- Physiotherapists
- Paediatricians and General Practitioners
- Health Visitors
- Specialist Community Children's Nurses
- Dietitians
- Child and Adolescent Mental Health Services (CAMHS)
- Children with Disabilities Team
- Portage
- Social Services
- Access and inclusion team
- Virtual School Team
- Short Break and Respite Services

By collaborating with these professionals, we ensure that pupils receive coordinated, specialist support tailored to their individual needs, enhancing their learning, wellbeing, and overall development.

13. Admission and accessibility arrangements

13.1 Admission arrangements

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

13.2 Accessibility arrangements

Purpose of the Accessibility Plan

The purpose of an accessibility plan is to outline how our school intends, over time, to improve accessibility for all pupils with disabilities. This includes ensuring that all pupils can fully access the physical environment, the curriculum, and written information, so they can benefit from the education and opportunities provided.

Our Vision

At Victoria School, we aim to create a learning environment that is welcoming and accessible for all children and adults, regardless of their needs. We are committed to the principles of inclusion and equality and take all reasonable steps to ensure that no pupil is treated less favourably than others, in line with the Equality Act 2010.

Accessibility of the School Environment

- Disabled parking available at both school sites
- Medical room and changing facilities at our Infant site
- Shower facilities at our Junior site
- Single storey at our Infant site and ramps in place
- Lift available at our Junior site
- Internal emergency signage and escape routes are clearly marked

Accessibility of Information

Information is shared with parents and carers in a variety of formats to ensure accessibility:

- Text messages
- School website
- Newsletters and weekly bulletins
- Email communication
- School policies available online and in printed form on request
- Curriculum information published on the website

Accessibility of Provision and Resources

We ensure that all pupils have equal access to learning opportunities. Resources and teaching strategies are adapted to the age, ability, and individual needs of each pupil. Specialist equipment and resources used to support accessibility include:

- Coloured overlays and paper, or modified worksheets
- Pencil grips
- Laptops and iPads
- Visualisers, magnifiers, and recording equipment

Statutory Accessibility Plan

Our statutory accessibility plan outlines the actions we have taken, and will continue to take, to improve access to:

- The physical environment of the school
- The curriculum and teaching provision
- Written and printed information

Contact

For further information or to discuss any specific accessibility needs, please contact the school office. We are committed to working with families to ensure that every pupil can access a safe, inclusive, and high-quality education at Victoria School.

14. Complaints about SEND provision

At Victoria School, we value open communication with parents and carers and aim to resolve any

concerns about SEND provision quickly and effectively.

Informal Complaints

If parents or carers have concerns about the SEND provision for their child, they should first raise these informally with the class teacher, SENCO, or Headteacher. We will always try to resolve concerns at this stage through discussion and collaboration.

Formal Complaints

If informal discussions do not resolve the concern, parents or carers may submit a formal complaint to the class teacher, SENCO, or Headteacher. Formal complaints will be handled in line with the school's Complaints Policy [Victoria School - Complaint procedure](#) .

Escalation and Mediation

- If parents, carers, or pupils remain dissatisfied, complaints can be escalated.
- Information on local disagreement resolution and mediation services is available here:

and requests for mediation can be made by contacting:

- Following a serious complaint or disagreement about SEND provision, the school will contact the Local Authority immediately to seek guidance on disagreement resolution, whether or not an EHC plan is in place.

Working with the Local Authority

The school is aware of both formal and informal arrangements for resolving SEND disagreements and will work with the Local Authority when providing information as part of:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal

Further Rights and Information

- Parents and carers are informed that Ofsted can consider complaints relating to whole-school SEND provision if concerns have not been resolved informally

The school will support any request to attend a SEND tribunal and will clearly explain any departure from its duties and obligations under the Special Educational Needs and Disability Code of Practice:0-25 years.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are committed to continually improving our SEND provision to ensure all pupils receive high-quality, inclusive education. We regularly evaluate our policy and practice against the objectives set out in Section 1 to identify areas for development and celebrate successes.

Our evaluation focuses on:

- Staff awareness: Assessing all staff's understanding of pupils with SEND at the start of each academic year.
- Early identification: Reviewing how promptly and accurately pupils with SEND are identified and supported.
- Pupil progress: Monitoring the academic and wider developmental progress of pupils once they have been identified as having SEND.
- Inclusion and wellbeing: Ensuring that pupils with SEND feel safe, valued, and fully included in the school community.
- Feedback from pupils and parents/carers: Considering the experiences and views of pupils and their families to inform improvements.

Through this approach, we aim to ensure that our SEND provision is effective, responsive, and continually evolving to meet the needs of our school community.

15.2 Monitoring the policy

This policy will be reviewed by Christine Humble and Siobhan Fennessy 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:

- 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