



Christ the King Catholic Primary School

Special Educational Needs and Disabilities (SEND) Policy

Christ the King Catholic Primary School



**Christ the King
Primary School**

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Contents

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

1. Aims and objectives

At Christ the King School, we are committed to fostering an inclusive learning environment where every child, including those with special educational needs (SEN) is valued and supported. Our school fully implements national legislation and guidance regarding pupils with SEND. Our inclusion statement outlines our guiding principles:

- a) **Maximum Inclusion for all children:** we endeavour to achieve maximum inclusion of all children, recognising and celebrating their unique strengths and needs. We are dedicated to creating an inclusive community where every child feels a sense of belonging and is given opportunities to thrive.
- b) **Adapted learning opportunities:** our teachers at Christ the King provide adapted learning opportunities tailored to the diverse needs, interests and abilities of the children in our school. This ensures that every child can access the school curriculum fully and engage in meaningful learning experiences.
- c) **Addressing delayed progress:** we acknowledge that special educational needs may be a contributing factor to delayed or slower progress for some children with SEN. However we do not accept that all children with SEN make progress and do not make excuses. Instead, we are committed to closing the gap between vulnerable learners and their peers through targeted interventions and support.
- d) **English as an Additional Language (EAL):** We understand that English as an Additional Language (EAL) is not inherently a special educational need. Nevertheless, we provide differentiated instruction and individualized learning opportunities for students with EAL.
- e) **Specialist Provision:** Christ the King School also currently offers a specialist provision for children who are working at a pre-key stage level. This provision operates under its own individual policy and access criteria.
- f) **Individual Progress as the Main Indicator:** We prioritise individual progress as the primary measure of success. We recognize that every child's journey is unique, and we celebrate their achievements and milestones, regardless of the pace.
- g) **Distinguishing Underachievement from SEN:** We make a clear distinction between 'underachievement' and special educational needs. Some students may underachieve due to various factors, including poor early learning experiences, and we are vigilant in identifying and providing timely interventions to support them.
- h) **Supporting Pupils with SEN:** For pupils who genuinely have special educational needs, we are dedicated to ensuring that they have every opportunity to attain and achieve in line with their peers. Our aim is for children with SEN to fulfil their aspirations and achieve their best so that they develop into confident individuals living fulfilling lives. This involves accurate assessment of their needs and the development of carefully planned programs that address the root causes of any learning difficulties. These programs will receive initial funding through the devolved school's budget.

The aims of our SEN policy and practice in our school are:

- a) Support and make provision for pupils with special educational needs and disabilities
- b) Provide pupils with SEND access to all aspects of school life [mainstream schools add:] so they can engage in the activities of the school alongside pupils who do not have SEND
- c) Help pupils with SEND fulfil their aspirations and achieve their best
- d) Help pupils with SEND become confident individuals living fulfilling lives
- e) Secondary schools only: Help pupils with SEND make a successful transition into adulthood
- f) Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- g) Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- h) Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

At Christ the King, the SEND policy is understood and implemented consistently by all staff to

'promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and to prepare pupils at the school for the opportunities, responsibilities and experiences of later life.' (The National Curriculum in England 2014)

2. Vision and values

At Christ the King school we will provide all pupils with access to a broad and balanced curriculum.

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

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

Our policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2025\)](#) and 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-ordinator (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 pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Maintained schools governance guide \(2024\)](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

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

We 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.

AREA OF NEED	
<p>Communication and interaction</p>	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
<p>Cognition and learning</p>	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The Special education needs Co-ordinator (SENCo) at our school is Cat le Fleming. Ms Le Fleming can be contacted through the school office: 020 7272 5987, admin@ctks.co.uk

They will:

- a) Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- b) Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- c) 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
- d) 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
- e) Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- f) Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- g) 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
- h) Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- i) 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
- j) 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
- k) Make sure the school keeps its records of all pupils with SEND up to date and accurate
- l) 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
- m) 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

- n) Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- o) 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 Body

The governors are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- a) Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- b) Do all it can to make sure that every pupil with SEND gets the support they need
- c) Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- d) Inform parents when the school is making special educational provision for their child
- e) Make sure that the school has arrangements in place to support any pupils with medical conditions
- f) Provide access to a broad and balanced curriculum
- g) Have a clear approach to identifying and responding to SEND
- h) Provide an annual report for parents on their child's progress
- i) Record accurately and keep up to date the provision made for pupils with SEND
- j) Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report ([CTK SEND Information Report](#))
- k) 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 ([CTK Accessibility Plan](#))
- l) 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
- m) 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 Una McCrann. Ms McCrann can be contacted through the school office (020 7272 5987, admin@ctks.co.uk)

The SEND governor will:

- a) Help to raise awareness of SEND issues at governing board meetings
- b) Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- c) Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Executive Headteacher

The Executive Headteacher will:

- a) Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- b) 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

- c) Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- d) Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- e) Make sure that the SENCO has enough time to carry out their duties
- f) Have an overview of the needs of the current cohort of pupils on the SEND register
- g) Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- h) 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
- i) 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
- j) 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:

- a) Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- b) The progress and development of every pupil in their class
- c) Working closely with any outside agencies, specialist staff and/or school staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- d) Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- e) Ensuring they follow this SEND policy and the SEN information report
- f) Communicating with parents 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' concerns and agree their aspirations for the pupil

6.6 Parents

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:

- a) Invited to termly meetings to review the provision that is in place for their child
- b) Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- c) Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- d) Given an annual report on the pupil's progress

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

- a) Explaining what their strengths and difficulties are
- b) Contributing to setting targets or outcomes
- c) Attending review meetings (where appropriate)
- d) Giving feedback on the effectiveness of interventions

The pupil'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 is updated annually and as soon as possible after any changes to the information it contains.

Access the report here:

[CTK School Information Report](#)

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any 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 need 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. Where necessary they will, in consultation with the pupil's 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 of impact on behaviour or performance will be considered, such as attendance or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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

If a pupil is joining the school, and:

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

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

8.2 Consulting and involving pupils and parents

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

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

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

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to 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 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 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 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 SEN list and will be made accessible to staff in a pupil profile and/or school-based support plan.

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 pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, the class teacher still retains 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 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.

8.4 Levels of support

School-based SEN provision:

Pupils receiving SEN provision will be placed on the school's SEN 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

At Christ the King School, we are committed to the continuous monitoring and evaluation of the effectiveness of our provision for vulnerable learners. Our rigorous approach to assessment ensures that we are meeting the diverse needs of our students and making necessary adjustments to improve outcomes.

- Classroom Observation:** The SENCO and senior leaders regularly conduct classroom observations to assess the quality of teaching and the impact on students with special educational needs.
- Ongoing Assessment of Intervention Groups:** We assess the progress made by students in intervention groups to determine the effectiveness of these targeted interventions.
- Teacher Consultations:** Teachers have consultations with the SENCO to discuss the progress and
- Pupil Interviews:** Class teachers discuss targets and progress with children and when setting new SEN targets or reviewing existing targets to ensure their voices are heard and considered.
- Pupil Progress Tracking:** We use whole-school assessment data to track the progress of students with SEN and identify areas where additional support is required.
- Monitoring SEN Targets:** We closely monitor SEN targets and evaluate their impact on pupils' progress.
- Attendance Records:** We maintain attendance records and liaise with Attendance Officer to address attendance-related concerns.

- h) **Pupil Progress Review Meetings:** Regular meetings between the SENCO, Assessment Lead and class teachers provide a platform for discussing pupils' progress and determining necessary actions.

9. Expertise and training of staff

We are dedicated to ensuring that all staff members receive appropriate training and professional development opportunities to effectively support all learners and maximize their achievement. As part of our school development plan and annual schedule of continuous professional development, all staff will be trained in strategies for supporting all learners including those with SEN.

The Senior Leadership Team and the SENCO continuously monitor to identify 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

Our school maintains strong links with various external services to ensure the holistic well-being of our children. The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services.

Our school actively collaborates with Local Authority (LA) support services to identify and provide necessary support for pupils with special educational needs (SEN). Individual pupil referrals may be made to various LA support services, including:

- School educational psychologist
- Link speech and language therapist
- Language and communication team
- Occupational therapists
- Physiotherapists
- School nurses
- Advisory teacher for hearing impairment
- Advisory teacher for visual impairment
- Advisory teacher for Moderate Learning Difficulties
- Advisory teacher for children on the Autism Spectrum (ASC)
- Behaviour Support Team (Pupil Referral Unit)
- Early Years Inclusion Team
- Child Adolescent Mental Health Service (CAMHS)
- Families First
- Children's Services

Additionally, LA advisory teachers provide valuable school-based support for the SENCO and staff members to implement best practices in SEN support. A comprehensive list of agencies that support the school can be found on the school website.

11. Admission and accessibility arrangements

11.1 Admission arrangements

At Christ the King School, we are dedicated to providing an inclusive and welcoming environment for children with Special Educational Needs and Disabilities (SEND). Our admission procedures are designed to align with the principles of inclusivity and the best interests of the child.

Christ the King School warmly welcomes parents who are seeking integration into mainstream schooling for children with SEND. We are committed to accommodating parental wishes to the best of our ability, always prioritising the best interests of the child.

Our school operates admission procedures in accordance with the policies set forth by our governing body. These policies do not discriminate on the grounds of race or ethnic origin. In accordance with the Equalities Act 2010, we do not refuse entry to pupils on the grounds that they have special, social, educational, or behavioral needs or because they have a history of disruption.

The school considers applications for places for children with disabilities, and will consider whether the needs can be met on an individual basis. Where appropriate, the school will consult with the local authority and with appropriate agencies whilst determining if we can meet a child's needs.

In implementing these admission procedures, Christ the King School adheres to the following definition:

"Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalized teaching." - SEN Code of Practice (2015)

Our commitment to inclusivity and the well-being of every child remains at the heart of our school's mission. We look forward to working collaboratively with parents, carers, and the wider community to ensure that all children at Christ the King School have the opportunity to thrive in a supportive and inclusive learning environment.

Please see our determined admissions arrangements for further information:

[Determined Admission Arrangements](#)

11.2 Accessibility arrangements

There is an accessibility plan in place to prevent disabled pupils from being treated less favourably than other pupils.

Please see the policy for further information:

[CTK Accessibility Policy](#)

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. Any concerns regarding the provision for children with SEN at Christ the King will be addressed in a systematic manner.

In the first instance, any concerns related to SEN provision should be discussed with the class teacher. Parents are encouraged to initiate communication with the class teacher to address their concerns. If concerns persist or are not adequately resolved, parents should arrange to meet with the Special Educational Needs Coordinator (SENCO). The SENCO will work with parents to understand their concerns and explore possible solutions.

[Reporting a concern](#)

Formal complaints should be addressed to the SENCO in the first instance. They will be handled in line with the school complaints policy:

[CTK Complaints Policy & Procedures](#)

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:

- a) All staff's awareness of pupils with SEND at the start of the autumn term
- b) How early pupils are identified as having SEND
- c) Pupils' progress and attainment once they have been identified as having SEND
- d) Whether pupils with SEND feel safe, valued and included in the school community
- e) Comments and feedback from pupils and their parents

13.2 Monitoring the policy

This policy will be reviewed by Tracy Lane, Deputy Headteacher, 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

- SEN information report [Link](#)
- The local offer [Link](#)
- Accessibility plan [Link](#)
- Behaviour policy [Link](#)
- Equality information and objectives [Link](#)
- Supporting pupils with medical conditions policy [Link](#)
- Attendance policy [Link](#)
- Safeguarding / child protection policy [Link](#)
- Complaints policy [link](#)