

Policy:	SEN Policy
Date adopted:	June 2024
Date to be reviewed:	June 2025
Signed:	<i>Ian Roe</i>
Position:	Chair of Governors

## Contents

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

# 1. Aims and objectives

## Basic information about our SEND provision

At Dorchester Learning Centre, we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states that:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**. Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.*

## ARRANGEMENTS FOR PROVIDING ACCESS FOR STUDENTS WITH SEND

We take full account of the Equality Act 2010 and other linked legislation in describing arrangements for providing access for students with SEN and vulnerable or disabled students to a balanced and broadly-based curriculum and additional support when sitting external examinations as appropriate.

## OBJECTIVES

The specific objectives of our SEND policy are:

- To identify students with SEN and disabilities and ensure that their needs are met.
- To develop whole school provision mapping for all pupils with SEN and disabilities.
- To ensure there is effective communication between parents and school and that parents are informed of their child's special needs.
- To develop all pupils to their full potential and to value them equally.
- To ensure that students with SEN and disabilities join in with all the activities of the school.
- To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
- To promote effective partnership and successfully liaise with outside agencies including health and social care providers, especially in the cases of students who have an Education, Health and Care Plan (EHCP).
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Help pupils with SEND make a successful transition into adulthood.
- 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.
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.

## 2. Vision and values

At our 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 supporting 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

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 pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), 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 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.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or 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>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <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 SENCO at our school is Emma Gould. [e.gould@dlc.dorset.sch.uk](mailto:e.gould@dlc.dorset.sch.uk) 01305 261213

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 ensure that appropriate provision is provided
- › 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
- › When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all pupils with SEND up to date and accurate
- › With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- › Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.2 The 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 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 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 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 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 pupils with SEND
- › Make sure that all pupils from year 8 until year 11 are provided with independent careers advice

## 6.3 The SEND link governor

The SEND link governor is Gaynor Howlett. Gaynor can be contacted via the Clerk to the Governors at [h.vincent@dlc.dorset.sch.uk](mailto:h.vincent@dlc.dorset.sch.uk)

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 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 regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' 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 annual review 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 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:

- › 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 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 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 weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's 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 bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. 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

Notes of these early discussions will be added to the pupil's record and given to their parents.

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

At Dorchester Learning Centre we work closely with other provisions and agencies to ensure a successful transition for each student. It is important to gather the best possible information and the SENDCo is involved in that transition. Meetings are held with relevant SENCo's from the previous setting, parents and other professionals as necessary. For all students on the SEND register, an Individual Learning Plan and a Pupil Passport is produced. This identifies key information regarding that student's needs and gives guidance to all staff to meet that need within the classroom. Each student has 4 targets linked to their specific SEN needs and baseline data.

Students at DLC are placed on the SEND register if they have an EHCP, if they have been in the SEND register in their previous setting or if they are referred following baseline testing or concern from class teachers. To assess their personalised provision the following criteria is analysed:

- Accurate formative data
- Attainment and progress data, including National Curriculum levels (or equivalents), GCSE predicted grades, average points scores for reading/writing and/or English and mathematics.
- Scores from standardised reading and spelling tests
- Other diagnostic assessment scores
- Feedback from discussions with parents, pupils and staff
- Information from external agencies
- Evidence of the impact of provision already tried (e.g. inclusive day to day teaching).

Analysing this information will help to establish the student's strengths and identify possible reasons for underachievement.

Where a student has been identified as requiring SEND support we will implement the four-stage cycle of "Assess, Plan, DO, Review" as part of the graduated approach.

Students' progress is monitored and tracked and interventions are then matched to need. Student's timetables are altered regularly to ensure that the provision is constantly matched to need. Learning walks and observations enable us to ensure that teaching and learning is differentiated to meet the needs of all students.

## **2. Plan**

Where SEND Support is required relevant staff and the SENCO in consultation with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed.

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, SIMS, and will be made accessible to staff on Provision Map.

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

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.

### **Links with other services such as health, social care and voluntary agencies etc:**

We work jointly with health and social care professionals in supporting all our students with EHCPs but we also liaise with these and other agencies as appropriate to plan provision for all our students with SEND. Multi-agency liaison meetings with the representation from social services and the health service are held when vulnerable learners, not only for our EHCP students, but for all who need support to secure effective collaboration in identifying and making provision for vulnerable students.

## **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 regularly and comprehensively evaluate the impact of our work with SEND learners which includes:

- Evaluation of integration of students at points of transition.
- Parental comments and feedback.
- Evaluation of collaboration with external agencies for students with or without an EHCP.
- Confirmation of accurate, up-to-date records by the SENDCO and other staff.
- Evidence from monitoring classroom practice by the school's senior management/SENCO.
- Analysis of student tracking data and test results (for individuals and groups of students).
- Value added data for students on the school's SEND record of action
- Analysis of the impact of spending on student outcomes
- Monitoring of procedures and practice by the designated SEND Governor.
- School's self-evaluation and progress towards objectives in the School Improvement Plan.
- Evidence from Ofsted inspection reports.

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 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.

DLC currently provides SEN support in house through the following individual and group sessions;

Thrive

ELSA

Independent Living

Brick by Brick

Targeted 1:1 Support in English, Maths and Science

Targeted interventions related to specific SEMH needs

## **8.5 Evaluating the effectiveness of SEN provision**

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

- › Tracking pupils' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using pupil questionnaires
- › Monitoring by the SENCO
- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents
- › Fortnightly SEN meetings between key school staff to ensure regular monitoring of Interventions

## **9. Expertise and training of staff**

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

A whole school needs assessment will be completed on a termly basis in order that training can be tailored to meet the current cohort of pupils.

The School has achieved accreditation as a Trauma Informed School.

We have a team of 10 Learning Mentors and 2 Higher Level Teaching Assistants (HLTA's) who are trained to deliver SEND provision and 1:1 support.

We have 2 Cover Supervisors.

We have 2 Behaviour Support Workers who manage student behaviour and support staff with their behaviour management.

We have 1 Mental Health & Safeguarding Lead who supports students with their mental health and emotional needs and assist staff with supporting student wellbeing.

We have a team of 3 Family Workers who support students with their mental health and emotional needs.

All staff are trained in how to best support vulnerable learners in order to maximise their achievement as part of the School Development Plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management/appraisal process.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo (or delegated member of staff) to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

All staff receive regular training in understanding the needs of pupils, such as those with Attachment Disorder and SEMH needs. Additionally, key staff are trained in Maybo Conflict Management and Physical Intervention techniques. All staff undertake annual Safeguarding training and receive regular e-safety training. Key staff are First Aid trained.

Other types of training undertaken include;

Exam Invigilation and Access Arrangements · SEND Code of Practice (2015) · Person Centered Approaches · Inclusion · Emotion Coaching · PREVENT · Safeguarding & Child Protection · Attachment Friendly Schools · Relational Practice · Adverse Childhood Experiences (ACE's) · Safer Schools · Maths Anxiety · Mental Health First Aid · Autism Spectrum Condition (ASC) · Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) · Supporting young people who self-harm · Trauma and mental Health · Eating Disorders · Emotional Literacy Support · Whole School Positive Behaviour Management & Relationships (STEPS) · Recovery Curriculum · Specific Learning Difficulties (Dyslexia, Dyscalculia, Dysgraphia) · Inclusion

## 10. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatrician's
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## 11. Admission and accessibility arrangements

### 11.1 Admission arrangements

- › Dorchester Learning Centre has 30 places for pupils with an Education Health and Care Plan with the primary need of Social, Emotional and Mental Health. Referrals to the school are made by Dorset Council on a consultation basis. Please see the Admissions policy for further information.
- › All other referrals to DLC come through the Learning Centre Admissions panel. Please see the Admissions policy for further information.

### 11.2 Accessibility arrangements

- › Please refer to the DLC Accessibility policy for further information.

## 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.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, You can request mediation by contacting <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/education-and-learning/ehc-needs-assessments-and-plans/challenging-decisions-about-support-for-children-with-send>

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

### 13.2 Monitoring the policy

This policy will be reviewed by Emma Gould/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 pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy