

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

AREA:	Westlea Primary School and Complex Needs Unit
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Brunel Academies Trust (BAT) is a company limited by guarantee with registration number 10074054 and registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN; BAT is the parent company and Sole Corporate Member of the subsidiary company, Brunel Education (BE) is a charitable company limited by guarantee with registration number 11991915, registered with the Charities Commission of England Wales (Charity Number 1214820) and with registered offices at Unit B4C Orbital Retail Park, Thamesdown Drive, Swindon, SN25 4AN

Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	Section	Amendment

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1. Aims and objectives

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

- Make sure the schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

Brunel Trust SEND/Inclusion Principles	
1.	Building Positive Relationships: Employees take time to understand each child as an individual, offering <u>tailored support</u> to meet their <u>unique needs</u> .
2.	Working in partnership: Engaging <u>families and professional agencies</u> with the shared aim of <u>ensuring the best outcomes</u> for learners.
3.	Ambitious, Accessible Curriculum: Curriculums are designed to be both <u>challenging</u> and <u>accessible</u> , ensuring each learner can <u>thrive</u> .
4.	Quality First Teaching: Practitioners are <u>skilled</u> in delivering high-quality lessons, with a focus on <u>adapting</u> their teaching to support every learner's <u>growth</u> .
5.	Targeted and Structured Support: We offer <u>evidence-based</u> , personalised interventions to ensure every learner makes <u>meaningful progress</u> .
6.	Encouraging Aspiration: Every learner is encouraged to reach their full potential, with <u>consistent support</u> and encouragement to achieve <u>their personal goals</u> .
7.	Celebrating Diverse Successes: We recognise and celebrate a wide range of <u>achievements</u> , fostering pride in all forms of <u>participation and progress</u> .

2. Vision and values

Our Vision

Our vision is to be a creative education community opening doors, opening minds and realising potential.

Our Mission

Our mission is to ensure all our children and young people are given every opportunity to be engaged, inspired and empowered to enable them to flourish and lead safe and successful lives.

Our Values

The Vision and Mission are underpinned by our shared core **values**:

Be kind



Be brave



Be honest



Be imaginative



Be inclusive



3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [academy trust governance guide](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

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

4. Inclusion and equal opportunities

In our trust 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 calls for special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

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

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO of each school in the trust will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher and SEND Link 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 the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- 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 governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, 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 Board of trustees

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/carers when their child's school is making special educational provision for the child
- Make sure that arrangements are in place in our schools to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND

- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date records of the provision made for pupils with SEND
- Publish information on each school's website about how the schools are implementing their SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and our schools' accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for each school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND Link Governor

The SEND Link Governor will:

- Help to raise awareness of SEND issues at [board/local governing body] meetings
- Monitor the quality and effectiveness of SEND provision within [each/their] school and update the board on this
- Work with the [headteacher/head of school] and SENCO to determine the strategic development of the SEND policy and provision in [each/their] 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 SEND Link Governor to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- 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:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Parents or carers

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 termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the 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 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 taken into account in making decisions that affect them, whenever possible.

7. SEN information report

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

The information report 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

Westlea will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, 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. Westlea 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. Swindon Core Standards Documentation will be used to support the identification of SEND.

8.2 Consulting and involving pupils and parents/carers

Westlea believe that early intervention is key in supporting pupils with SEND. Westlea will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- . Everyone develops a good understanding of the pupil's areas of strength and difficulty
- . Westlea take into account the parents'/carer's concerns
- . Everyone understands the agreed outcomes sought for the child
- . Everyone is clear on what the next steps are and are in agreement

Notes of these early discussions will be added to the pupil's record.

Westlea will notify parents/carers when it is decided that a pupil will receive SEND support and a Learning Plan will be written to support this. Learning Plans will be reviewed three times a year and shared with parents/carers.

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/carers 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/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], and will be made accessible to staff in a Pupil Passport and Learning 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 support

Pupils receiving SEN support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

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

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

Education, health and care (EHC) plan

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

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

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

8.5 Evaluating the effectiveness of SEN provision

We use the Plan, do, review approach to assess the impact of provision in supporting our SEND learners.

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

- Tracking pupils' progress, including by using provision mapping
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

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 SENCo has 13 years experience in the role and has worked in the profession for over 20 years. She achieved her NASENCO award in June 2016.

Westlea have a team of approximately 40 Learning Support Assistants, 5 Higher Level Teaching Assistants and 1 ELSA, who are trained to deliver SEND provision. Training will regularly be provided to teaching and support staff. The Headteacher and the SENCO will continuously monitor to identify any staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

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

- Speech and language therapists
- Specialist teachers and advisory services for Cognition and Learning, Visual Impairment, Hearing Impairment, Physical Disability and Assistive Technology.
- Educational psychologists
- Occupational therapists and Physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care

13. Admission and accessibility arrangements

- Admissions to Westlea mainstream school are dealt with by Swindon Borough Council and follow their policies and arrangements.
- Admissions to the mainstream school and unit classes for children with Education, Health and Care Plans are managed by Swindon SEND Service.

13.1 Admission arrangements

Westlea Primary School and the Complex Needs Unit are committed to providing an inclusive education for all pupils. The school welcomes applications from prospective pupils with Special Educational Needs and Disabilities (SEND) and does not discriminate against pupils on the grounds of disability or additional needs. We are committed to making reasonable adjustments to the curriculum, teaching approaches and the physical environment to ensure that pupils with SEND and disabilities can access education and participate fully in school life.

Admissions are managed in accordance with the School Admissions Code, the Children and Families Act 2014, the SEND Code of Practice 2015 and the Equality Act 2010. We work closely with parents, carers, the Local Authority and relevant professionals to ensure that appropriate provision is in place for any pupil joining the school, including those requiring specialist support through the Complex Needs Unit.

Westlea Primary School recognises its statutory duty to admit any child whose Education, Health and Care (EHC) Plan names the school. In accordance with the School Admissions Code, all children with an EHC Plan naming Westlea Primary School or the Complex Needs Unit will be allocated a place before any other places are offered through the normal admissions process. These pupils are admitted as a priority and are considered separately from the school's published admission number and oversubscription criteria.

The school's oversubscription criteria are applied fairly and transparently and do not disadvantage prospective pupils with SEND or disabilities. Admissions decisions are made in accordance with the School Admissions Code and Equality Act 2010. The school ensures that children with SEND and disabilities are not treated less favourably than other applicants and that reasonable adjustments are considered where required. Admission arrangements focus on the published admissions criteria

and do not take account of a child's disability or special educational needs, except where a pupil's EHC Plan names the school, in which case admission is guaranteed.

Westlea Primary School is committed to promoting equality of opportunity and fostering an inclusive environment where all pupils can thrive, regardless of their individual needs or abilities.

13.2 Accessibility arrangements

Westlea Primary School and the Complex Needs Unit are committed to ensuring that disabled pupils are not treated less favourably than their peers and are able to participate fully in all aspects of school life. We actively promote equality of opportunity and inclusion through our policies, practices and provision. The school complies with the Equality Act 2010 and makes reasonable adjustments to teaching, learning, the curriculum and the physical environment to ensure pupils with disabilities can access the same opportunities as other pupils.

To ensure disabled pupils are not disadvantaged, Westlea Primary School:

- Provides an inclusive learning environment where diversity is valued and celebrated.
- Makes reasonable adjustments to teaching approaches, resources, routines and the physical environment.
- Ensures staff receive training to meet a wide range of additional needs.
- Works closely with parents, carers and external professionals to identify and remove barriers to learning.
- Uses a graduated approach to support pupils' individual needs and promote participation in all aspects of school life.
- Regularly reviews provision and pupil progress to ensure support remains effective and appropriate.

Westlea Primary School and the Complex Needs Unit provide a range of facilities and support to enable disabled pupils to access education and school life. These may include:

- Adapted teaching resources and differentiated learning materials.
- Specialist communication systems and visual support where required.
- Access to specialist equipment recommended by health or educational professionals.
- Individual healthcare plans and support for pupils with medical needs.
- Support from trained Learning Support Assistants and specialist staff.
- Close partnership working with external agencies including Educational Psychology, Speech and Language Therapy, Occupational Therapy and specialist advisory services.

The school's Accessibility Plan is available on the Westlea Primary School website and sets out how the school will continue to improve access for disabled pupils. The plan is reviewed regularly and includes actions to:

- Increase participation in the curriculum.
- Improve the physical environment.
- Improve the availability of accessible information

Through these arrangements, Westlea Primary School and the Complex Needs Unit seek to ensure that all pupils, regardless of disability, can access education, participate fully in school life and achieve their full potential.

14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, 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/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to Headteacher in the first instance. They will be handled in line with the trust'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](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

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

15.2 Monitoring the policy

This policy will be reviewed by the 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 school governing body and board of trustees.

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

This policy is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:



CEO

Signed:



Chairman of BAT Board of Trustees

Date:

9th December 2025

This policy is adopted by Westlea Primary School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed:



Headteacher/Manager

Signed:



SEND Inclusion Lead

Date: 4.9.26