



Lincoln Christ's Hospital School

Special Educational Needs and Disabilities (SEND) Policy

Link member of staff:

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1. Aims and objectives

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

- Set out how, in accordance with Section 66 of the Children and Families Act 2014, the school will, “use its **best endeavours** to secure the special educational provision called for by a student’s SEN.”
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities to ensure each child can achieve their individual excellence as set out in our LCHS Vision and Mission statements
 - Provide access to all aspects of school life for students with SEND so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their individual excellence
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

LCHS Vision

Over a **seven year journey**, LCHS students will **flourish** and develop the skills to contribute **positively to society** and be role models to future generations.

The **success of our students** encompasses **not just qualifications**, but also the education of the whole child so that each student has a deep understanding of the community and world in which they play an integral part.

At LCHS, we are exceptionally **PROUD** of our genuinely comprehensive and inclusive school. We celebrate the success of our students who have achieved individual excellence in a vast array of disciplines whilst being mindful of the well-being of all.

LCHS Mission

Our curriculum is designed to challenge all students to **achieve**, what for them, is individual **excellence** and to be the vehicle for delivering deep social **justice**. We are fiercely ambitious and our curriculum reflects this **passion** to provide academic rigour whilst ingraining a strong sense of **moral** purpose in the **character** of our students.

Furthermore, we are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of students, 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 students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

4. Inclusion and equal opportunities

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

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

Where a disabled student would otherwise be placed at a substantial disadvantage, the school will make reasonable adjustments, including the provision of **auxiliary aids and services**, as required by the Equality Act 2010.

5. Definitions

5.1 Special educational needs (SEN)

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them that is different from or additional to that normally available to pupils of the same age.

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.

A student does not have SEND where they have a diagnosis or a specific condition which **does not** require provisions or support above and beyond that available to pupils of the same age through reasonable adjustments and adaptive teaching strategies within high quality teaching.

5.2 Disability

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

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

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

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time. At LCHS, we aim to follow the graduated approach as outlined in the Lincolnshire SEND Inclusion Toolkit: <https://professionals.lincolnshire.gov.uk/homepage/55/send-inclusion-toolkit>

AREA OF NEED	
Communication and interaction	Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students 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 student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCo

The SENDCo at our school is **Mrs Joanna Love** – jlove@lchs.uk – **01522 881144**.

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching strategies within high quality teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing board

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENDCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link governor

The SEND link governor is **Mrs Leigh Holmes**.

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 SENDCo to determine the strategic development of the SEND policy and provision in the school

6.4 The SEND SLT Link

The SEND link member of the Senior Leadership Team is **Mrs Claire Owens – Deputy Headteacher – cowens@lchs.uk – 01522 881144**

The SEND SLT link will:

- Keep the headteacher and SLT fully apprised of any changes or updates to the SEND policy and provision within the school
- Work with the SENDCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENDCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCo, 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 SENDCo, 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 SENDCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Making a referral to the SEND Department if they believe a student may have an unidentified special educational need
- Working with the SENDCo to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development. This can be done through communication with a learner's Form Tutor, Pastoral Manager, Progress Leader or a member of the SEND team directly. School facilitate departmental collaboration and intra communication with the SEN team, meaning a holistic approach to support is achievable and parents have access to a wide network of communication regarding provisions in place for their child.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be:

- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student at a tutor evening (Y7 only) and parents' evening (annually for Y7, twice annually for other year groups) as well as being encouraged to contact the SENDCo at any point in the year to request an additional opportunity
- Given reports on the student's progress in line with the school calendar (at least three times per school year)

The school will take into account the views of the parent or carer in any decisions made about the student.

6.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

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- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings (for all students with an EHCP)
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

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

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

The school is committed to the **early identification** of SEN, as required by the Children and Families Act 2014 and SEND Code of Practice (6.14–6.23).

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

Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower (3-4 years below age related expectations as per the Local Authority Guidance) than that of their peers starting from the same baseline
- Regularly fails to match or better their previous rate of progress without other known or mitigating circumstances
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo, through the school's SEND referral process, to have an initial discussion about whether this lack of progress may be due to a mitigating circumstance or a special educational need. Where necessary the SENDCo will, in consultation with the student's parents or carers, consider consulting an external specialist.

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

Confirmation of a diagnosis will not automatically mean a student is recorded as having SEN.

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

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

If a student is joining the school, and:

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

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

There is further, specific information about how LCHS will identify and support students with SEND in the LCHS Local Offer.

8.2 Consulting and involving students and parents

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

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations could take place with a class teacher, form tutor, member of the Year Office team or a member of the SEN department and will make sure that:

- Everyone develops a good understanding of the student'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 student's record and made available to their parents via email or class charts.

We will formally notify parents if it is decided that a student will receive special educational provision above and beyond that universally available through adaptive teaching and reasonable adjustments.

There is further, specific information about how LCHS will consult with and involve students and parents in the SEN process in the LCHS Information Report.

8.3 The graduated approach to SEN support

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

1. Assess

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

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the student, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review. Parents will be notified of each review that takes place and have access to the pupil passport and the opportunity to discuss this during progress and tutor evenings with the SENDCO.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a SEN Passport securely accessed through ClassCharts.

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

3. Do

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

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the students, and where provided, the parents
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4 Levels of support

School-based SEN provision

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

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

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

Education, health and care (EHC) plan

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

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

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

8.5 Evaluating the effectiveness of SEN provision

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

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENDCo
- Holding annual reviews for students with EHC plans. Where parents have failed to attend a review meeting, school will look to facilitate a second meeting at a suitable time. In the event of a second non-attendance, a third meeting will not be offered and the EHC Plan will be reviewed with the student, SENDCo and possibly the LA caseworker where possible.
- Getting feedback from the student, teachers and parents
- Where parents cannot attend, the school will seek their input in alternative ways (e.g., written contributions, remote consultation) to ensure statutory duties under the SEND Regulations 2014 are met.

8.6 Education, Health and Care Plan (EHCP) funding, top-up funding and personal budgets

Some pupils with an Education, Health and Care Plan (EHCP) will attract additional 'top-up' (high needs) funding from the Local Authority, in addition to the school's delegated (notional) SEND funding. This additional funding is intended to support the delivery of the special educational provision specified in Section F of the EHCP, to meet the special educational needs set out in Section B.

In practice, the school plans and deploys its staffing and resources to secure the outcomes and provision in each pupil's EHCP. Decisions about how support is organised day-to-day are made by the school, informed by assessment, evidence of impact, pupil voice and parental views, and through the graduated approach and annual review process.

The school will not re-purpose EHCP top-up funding solely on the basis of a parental request, nor to commission provision that is not specified in Section F of the EHCP. Where additional or different provision is sought, it must be considered through the statutory EHCP review and (where appropriate) amendment process led by the Local Authority. (The Local Authority has the legal duty to secure the special educational provision specified in Section F.)

Principles for the use of EHCP top-up funding

- Top-up funding is used to support the delivery of provision specified in Section F of the EHCP and linked to needs in Section B.
- Provision is planned to be outcome-focused, evidence-informed and reviewed regularly to ensure effectiveness and value for money.
- Funding is deployed to secure appropriate support within school (for example: staffing capacity, targeted interventions, specialist programmes, training and resources) in a way that is consistent with the EHCP and the school's inclusive offer.
- Requests for alternative provision (including off-site or alternative education arrangements) cannot be funded from school budgets or top-up funding unless that provision is specified in Section F (or agreed through an amended EHCP or other lawful commissioning route led by the Local Authority).
- Where the school considers that a pupil's needs have changed, or that Section F no longer reflects what is required, the school will request an early annual review and/or provide evidence to support amendments.

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The SEND SLT link and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional learning.

10. Links with external professional agencies

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

- Speech and language therapists
- The Working Together Team
- Specialist teachers or support services (SEST, STT)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Mental Health Support Team (MHST)
- Social services (including, Early Help Workers and Social Workers)
- Behaviour Outreach School's Service (BOSS)

- Need Bright Solutions (NBS)
- Acorn Free School
- Ask SALL (Lincolnshire's SEND advice line for professionals)

11. Admission and accessibility arrangements

At LCHS we follow Lincolnshire's County Council's Coordinated Admissions arrangements. Details of this can be found in our Admissions Policy

<https://lincolnchristshospitalschool.co.uk/parents/policies/policies.html>

Applicants who have our school named on their EHC Plan are offered places first in line with legislation.

11.2 Accessibility arrangements

- We are committed to being an inclusive school and take all steps we can to ensure that no student is treated unfavorably, especially those with a disability.
- We do recognise that the nature of our building can pose an accessibility challenge for some and we would work with families and linked agencies to make any reasonable and possible adjustments to ensure our site is accessible to all.
- We have accessible toilets, lifts in most areas of the building with a second floor, an accessible school entrance and permanent, safe incline ramps where needed. Where there is no lift in an area (like the listed Cloister's building), we would adjust timetables so that any student with a disability would be taught in a different, accessible room. We offer revised school day structures to support those with sensory needs.
- In addition, we use our High Quality Teaching offer and adaptive teaching to ensure that the curriculum can be adapted to support participation of disabled students. This might include support such as use of digital recording devices, speech recognition technology, hearing loops, large print font and iPad use for adaptable resourcing.

11.3 Transition arrangements

- We have clear transition procedures for students moving between phases of education, including primary to secondary, within-school transitions, and post-16. These include sharing information, planning meetings with families, liaison with previous or next settings, and additional visits where appropriate

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 or SENDCo. 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 SENDCo in the first instance. They will be handled in line with the school's complaints procedure

<https://lincolnchristshospitalschool.co.uk/parents/policies/statutory.html>

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

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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, <https://www.lincolnshire.gov.uk/start-send/identifying-supporting-send/11>

You can request mediation by contacting Global Mediation who will set up a meeting between you, the local offer team and an independent mediator. Call **0800 064 4488** or email sen@globalmediatio.co.uk or visit their website www.globalmediation.co.uk

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

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

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

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

13.2 Monitoring the policy

This policy will be reviewed by Mrs Joanna Love, SENDCo **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
- LCHS Admissions Policy
- Accessibility plan
- Conduct for Learning Policy
- LCHS Child Protection and Safeguarding Policy
- LCHS Complaints Procedure
- LCHS Equality and Diversity Policy
- LCHS Medical Needs Policy
- LCHS Single Equalities Policy