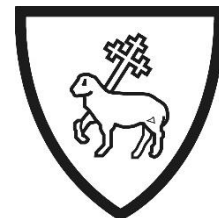


Date of review	July 2023
Next review	July 2024
Approval by	Local Governing Board
Review frequency	Annually
Date of approval	2 October 2023



Brockington College Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

- 1.1 Brockington College, a Church of England Academy, has at its heart a distinctive Christian ethos. Based on our Christian foundation and values we seek to promote a culture of developing every person and therefore every school policy is written from this perspective, with a commitment to learning and maturing in the context of communal and individual development.
- 1.2 We lay particular stress on the Christian values of compassion, forgiveness, justice, koinonia, learning, perseverance, wisdom and respect for individuals and across the school community.

2. Rationale

- 2.1 Within our ethos we are committed to using our best endeavours to provide an appropriate and high-quality education for all our students which enables them to:
 - achieve their best
 - become confident, independent individuals living fulfilling lives
 - make a successful transition to their next phase of education or employment.
- 2.2 We have the highest aspirations and expectations for all students, including those with special educational needs and disabilities. Our aim at Brockington College is to ensure that every student, whatever their individual needs, has access to the curriculum and that provision is made to help them feel that they are in every way a part of the college life. We foster a 'can do' attitude, at all times.

3. Compliance

- 3.1 This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:
 - Part 3 of the Children and Families Act 2014
 - The Special Educational Needs and Disability Regulations 2014
 - Schools SEN Information Report Regulations 2014
 - Equality Act 2010: Advice for schools DfES February 2013
 - Teacher Standards 2012
 - Brockington College Equality Scheme & Accessibility Plan
 - Statutory Guidance & Policy on Supporting Students at School with Medical Conditions
 - Brockington College Child Protection & Safeguarding Policy
 - Brockington College Health and Safety Policy
 - Brockington College Anti-Bullying Policy
- 3.2 The SEND Policy should be read in conjunction with the Brockington College Special Educational Needs School Offer known as our SEND Information Report. This is available on the school website and forms a contributory part of Leicestershire's Local Authority's 'Local Offer'. More information about the Leicestershire Local Offer aimed at children and young people with SEN or disabilities and their families, can be found at: <http://www.leicestershire.gov.uk/local-offer>

- 3.3 Our SENCo is:
Sue Lawrence B.Ed / Dip SEN
Position Held: Assistant Principal Inclusion / SENCo
Contact Details: 0116 2863722 sll@brockington.embracemat.org

4. Definition of special educational needs and disabilities

- 4.1 In this policy, special educational needs and disabilities (SEND) refers to a young person who has a learning difficulty or disability which calls for special educational provision to be made for them.
- 4.2 A young person has a learning difficulty or disability if they have:
- a significantly greater difficulty in learning than the majority of others 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 or mainstream post- 16 institutions.
- 4.2 Special educational provision is educational or training provision that is additional to, or different from, that made generally for other students or young people of the same age by mainstream schools.

5. Aims and objectives of the policy

- 5.1 At Brockington College our aim is to raise the aspirations of, and expectations of, all students with SEND to ensure they achieve their potential.
- 5.2 Our SEND policy and SEND Information Report aims to:
- set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
 - explain the roles and responsibilities of everyone involved in providing for students with SEND.
- 5.3 Our SEND policy objectives are:
- to ensure opportunities are provided for every student to experience success
 - to promote individual confidence, independence and a positive 'can do' attitude as students learn to 'live life to the full'
 - to identify and provide for students who have special educational needs or disability
 - to ensure all students, whatever their special educational need or disability, receive appropriate educational provision through a broad, balanced curriculum that is appropriately differentiated and adapted
 - to provide support and advice for all staff working with students with special educational needs and disabilities
 - to ensure all staff and governors are accountable for the SEND Policy being implemented and maintained
 - to provide a graduated response to meeting student needs
 - to identify and monitor student's progress and needs including where needs have been exacerbated by the COVID pandemic
 - to ensure that students with SEND have opportunities to be fully involved in their package of support
 - to involve parents/carers in planning and supporting young people at all stages of their development.

6. Admission arrangements

- 6.1 The Admissions Policy for Brockington College is available on the college website.
- Under the Equality Act 2010, an admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil' (taken from the Schools Admissions Code).

7. Identifying special educational needs and disabilities, assessment arrangements and review procedures

- 7.1 We recognise that quality first teaching, is the key to responding to students who have or may have SEND.
- 7.2 Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- 7.3 The SEND team will help to develop teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the special needs most frequently encountered.
- 7.4 The college is committed to a graduated response to meeting student needs through which decisions and actions are revisited, then refined and revised leading to a growing understanding of student's needs and the provision which will support them to make desired progress.
- 7.5 The four stages of the cycle are to: assess, plan, do, review.

8. Identifying students with special educational needs and disabilities

- 8.1 In deciding whether to make special educational provision, subject teachers and the Assistant Principal: Inclusion / SENCo will consider all of the information gathered pre-transfer and from within the school about the student's progress, alongside national data and expectations of progress.
- 8.2 Where necessary, subject teachers will put in place interventions through quality first teaching aimed at closing the gap and raising attainment. They will also talk with parents / carers to ensure there is a shared understanding of student needs and to gain parental perspectives on any areas of strength and emerging barriers to learning.
- 8.3 Regular assessments of students' progress will allow identification of students who are making less than expected progress given their age and individual circumstances.
- 8.4 This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the student's previous rate of progress
 - fails to close the attainment gap between the student and their peers
 - widens the attainment gap.
- 8.5 The following are not classed as a special educational need, but may hinder progress and attainment:
 - disability
 - attendance and punctuality
 - the impact of the COVID pandemic and the difficulties some students experienced in accessing learning during lockdowns
 - health and welfare issues
 - English as an alternative language
 - being in receipt of student premium
 - being a looked after or post looked after child
 - being a child of service personnel.
- 8.6 Slow progress and low attainment will not automatically mean a student is recorded as having SEND.
- 8.7 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

student and their parents / carers. 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. A decision will also be made at this point regarding possible placement on the school's Additional Needs Record at SEND support.

- 8.8 All teachers and support staff who work with the student will be made aware of their needs and any reasonable adjustments to teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

9. The Code of Practice 2014 - 0 to 25 identifies four main areas of need

- 9.1 The Code of Practice 2014 - 0 to 25 identifies four main areas of need:
- cognition and learning, for example, dyslexia, dyspraxia
 - communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
 - social, emotional, and mental health, for example, attention deficit hyperactivity disorder (ADHD)
 - sensory and/or physical needs.
- 9.2 These four broad areas provide an overview of the range of needs that are planned for. The purpose of identification is to work out what action the college needs to take, not to fit a student into a category. At Brockington College we identify the needs of students by considering the needs of the whole child not just their special educational needs.
- 9.3 Where students have higher levels of need, the school may draw on specialised assessments and information provided by a wide range of outside agencies and professionals including the following:
- attendance officer
 - inclusion services
 - school nurse
 - specialist teaching service
 - visually impaired team
 - hearing impaired team
 - autism outreach team
 - speech and language therapists
 - occupational therapists and physiotherapists
 - educational psychologist
 - child and adolescent mental health services (CAMHS) and clinical psychologists
 - paediatricians
 - careers advisors and post-16 providers
 - Supporting Leicestershire Families: family support workers, early help services and well-being practitioners
 - social care
 - South Leicestershire Inclusion Partnership (SLIP)
 - voluntary organisations such as ADHD Solutions
 - Special Educational Needs Assessment and Commissioning Service (SENA)
 - Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS).
- 9.4 Where required, specific approaches and interventions will be developed, or commissioned to address the specific needs of individual or groups of students.

10. Educational and health care plans (EHC plans)

- 10.1 Where, despite the college having taken relevant and purposeful action to identify, assess and meet the needs of the student, the student has not made expected progress and the student's needs cannot be met from within the resources normally available, the college will consider requesting an EHC plan integrated assessment from the local authority Special Educational Needs Assessment service (SENA). At this time, consideration will be given to criteria for assessments provided by the local authority. These criteria can be found on the Leicestershire Local Offer website along with

information on the EHC plan integrated assessment process. This will be shared in full with parents / carers to ensure they are confident and clear about the process and how they will be involved in it.

- 10.2 To inform their decision about whether a statutory assessment is necessary the local authority will consider evidence that the student is not making progress, despite the provision put in place by the college.
- 10.3 The college will provide the local authority with the required information including:
- evidence of the student's academic attainment and rate of progress
 - information about the nature, extent, and context of the student's SEND
 - evidence of the action already being taken to meet the student's SEND
 - evidence that, where progress has been made, it has only been as the result of a significant and substantial level of intervention and support, over and above that which is usually provided
 - evidence of the student's physical, emotional, and social development and health needs, drawing on relevant evidence from clinicians and other health professionals.

11. Managing students on the Additional Needs Record

- 11.1 A single category of support known as SEND support is in place. Students identified as meeting the criteria for SEND support are included on the college 'Additional Needs Record'.
- 11.2 The following outlines the procedures in place to monitor students on the Brockington College 'Additional Needs Record'.
- Students identified as having special educational needs will create a 'one page profile' which are then shared with staff and parents / carers. One page profiles detail student specific strengths and strategies which can be used to support students with their learning.
 - One-page profiles will be reviewed by students and updated, as needed.
 - Students who are on the Additional Needs Record will have their progress and attainment monitored by the SEND team in line with the college's reporting system.
 - Parents / carers of students with SEND are invited to meet staff regularly to discuss their child's progress. Some meetings will coincide with school consultation evenings.
 - The 'SEND School Offer / Information Report' on the college website documents the provision offered to students.
 - Each intake of students will be unique and, as a result, the school SEND provision map will be developed and adapted to meet the needs of students each year.
 - If students make significant progress and no longer fit the criteria for SEND, then they will be taken off the Additional Needs Record.
 - Where identified, as being relevant, an additional category of 'I - for Information' will inform staff of students who were previously on the Additional Needs Record or may have needs that can be met by quality first teaching.

12. Removing students from the Additional Needs Record

- 12.1 In consultation with parents / carers, students will be considered for removal from the Additional Needs Record where they have made sustained and good progress that:
- better the previous rate of progress and has sufficiently closed the attainment gap between the student and their peers of the same age
 - shows where a student's wider development and /or social needs have improved and progress in the targeted area is sustained
 - indicates additional SEND provision is no longer required to ensure this progress is sustained.

13. Funding for SEND

- 13.1 The college's core budget is used to make general provision for all students in the college including those with SEND. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEND. This is called the 'notional SEN budget'.

- 13.2 The amount in this budget is based on a formula which is agreed between schools and the local authority. If the school can show that to meet the needs of a student with SEND costs more than £6,000, it can apply to the local authority for top-up funding to meet the cost of that provision. Where the local authority agrees that the school's request for top up funding meets the agreed criteria, the additional costs are provided from funding held by the local authority. Schools will be expected to use this funding to make provision for that individual student.
- 13.3 The school may also use Pupil Premium funding where a student is registered as SEND and is also in receipt of Pupil Premium funding to address the needs of these students and to enhance learning and achievement.
- 13.4 Each year, the assistant principal / SENCo will map the targeted provision in place for students on the Additional Needs Record to identify how resources are allocated and to monitor SEND provision and intervention. This targeted provision is outlined in the Brockington College SEND Provision Map.

14. Consulting and involving parents and carers

- 14.1 The college is fully committed to a developing meaningful partnership with parents / carers of students with SEND.
- 14.2 We will do this in the following ways:
- publishing how the college implements the SEND Policy on the college web site following the information set out in the SEND School Offer / Information Report (Regulation 3) (2014) and as part of the college's contribution to the Local Offer
 - providing information for parents / carers in an accessible way
 - always making parents / carers feel welcome by actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships
 - the assistant principal / SENCo and SEND team staff being available for meetings by appointment in person or on-line
 - teachers and keyworker communicating and meeting with parents / carers, in addition to consultation evening appointments, to discuss any concerns and to review student progress
 - ensuring everyone is clear on what next steps and actions are being sought
 - keeping parents / carers informed of the results of examination screening and eligibility for test and examination access arrangements
 - supporting and guiding parents / carers in ways that they can help with their child's learning and development at home
 - signposting parents / carers to wider support, information, and services pertinent to their child's SEND by ensuring they know how to access the local authority Local Offer which gives more detail on how parents / carers can access support for their child.

15. Further sources of information

- 15.1 The SEND School Offer / Information Report can be found on the school's website. This details the agencies that can support families and students and how we support students at key points in their educational journey.
- 15.2 The college recognises that students with long-term medical conditions should be supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010. The college policy on Supporting Students with Medical Conditions is available on request. Some students with long-term medical conditions will be supported through the development of individual health care plans (IHCP) created in conjunction with health professionals.
- 15.3 The college Anti-Bullying Policy is available on the website and the SEND team take seriously any reports of bullying or peer on peer abuse. All students are encouraged to report concerns to the pastoral team, SEND keyworkers or through the school 'Voice it' student reporting system. The

SEND pitstop club and Key Stage 4 quiet area provide a safe environment for invited Key Stage 3 and 4 students with SEND at lunchtime.

- 15.4 The college takes seriously its responsibility to safeguard students with SEND, promoting their independence and building resilience. The college Child Protection and Safeguarding Policy is available on the college website.

16. Consulting and involving students

- 16.1 The college recognises that all students have the right to be involved in making decisions and exercising choice. We aim to develop student self-advocacy skills. We will support students in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions.
- 16.2 The college will do this in the following ways.
- With parents / carers, we will support students to understand their own strengths, needs and successful approaches to their learning and have the confidence to voice their concerns, hopes and aspirations.
 - Wherever possible, and in an age-appropriate manner, students with SEND will be involved in monitoring and reviewing their progress. Their views will be listened to and shared as they consider future support and provision.
 - All staff will actively listen to and address any concerns raised by students themselves.
 - Students with SEND will be encouraged to take part in any student voice opportunities.
 - We will actively plan additional support for students at key times, for example, when considering and making a referral for an integrated assessment for an EHC plan and to ensure smooth and successful transition into the school, when making Key Stage 4 option choices and when making decisions regarding post-16 provision.
 - Where students have an EHC plan, they will be provided with additional support to contribute, as fully as possible, in their annual review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
 - Student views will be sought through questionnaires or group interview activities, considering adjustments to provision in the light of analysis.

17. Monitoring and evaluation of SEND provision

- 17.1 Brockington College regularly monitors and evaluates the quality of provision on offer for students.
- 17.2 Our cycle of quality assurance includes audits of provision, impact data, lesson observations, work scrutiny and sampling of parent / carer views, student views and staff views.
- 17.3 SEND issues are monitored and evaluated through the governors' Welfare Committee.
- 17.4 The college promotes an active process of continual review and improvement of provision.
- 17.5 In addition, we evaluate the effectiveness of provision for students with SEND by:
- reviewing students' individual progress towards their goals at assessment points,
 - monitoring student attendance
 - reviewing the impact of interventions
 - holding annual reviews for students with EHC plans.

18. Training and resources

- 18.1 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of students, all staff are encouraged to undertake training and development.

- 18.2 There is a rolling programme of training supported by and delivered by the SENCo.
- 18.3 All new teachers and support staff undertake induction training including a session on SEND systems and structures in place at Brockington College.
- 18.4 SEND staff regularly attend local SENCONet meetings to keep up-to-date with local and national updates in SEND.
- 18.5 The Brockington College autism lead attends the Autism Outreach Service lead practitioner meetings.
- 18.6 Local area special schools are used to provide outreach work for the school where specialist training or knowledge is required.
- 18.7 The Brockington College SENCo attends Embrace SENCo meetings.

19. Roles and responsibilities

- 19.1 The governing board will ensure that:
- governors have regard to the requirements of the SEND Code of Practice 0 to 25, 2014
 - governors are fully informed about SEND issues so that they can play a part in the college self-evaluation process
 - governors establish appropriate staffing and funding arrangements and oversee the college's work for students with SEND
 - the quality of SEND provision is regularly monitored and evaluated. SEND provision is an integral part of the Brockington College improvement plan
 - necessary provision is made for any student with SEND and all staff are aware of the need to identify and provide for students with SEND
 - students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
 - an identified governor is responsible for SEND and that they will maintain regular links with the college SENCo.
- 19.2 The SEND governor will:
- help to raise awareness of SEND issues at governing board meetings
 - monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
 - work with the principal and SENCO to determine the strategic development of the SEND Policy and provision in the school.
- 19.3 The principal has responsibility for:
- working with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - overall responsibility for the provision and progress of learners with SEN and/or a disability
 - ensuring that the implementation of SEND policy and the impact on the college is reported to governors.
- 19.4 The Special Educational Needs Co-ordinator (SENCo) Sue Lawrence is responsible for:
- working with the principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
 - working with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
 - having day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans

- providing professional guidance to colleagues and work with staff, parents/ carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching differentiated to meet individual needs, as required
- advising on the school graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- develop the college SEND Provision Map, organising and managing the effective deployment of SEND teachers, higher level teaching assistants and teaching assistants
- promoting the provision of a range of interventions to meet additional needs
- delivering in-service training for staff on SEND issues and adaptive teaching
- liaising closely with parents / carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- identifying the points of contact for outside agencies, arranging multi-agency meetings and ensuring findings and strategies to meet student needs are conveyed to staff working with students
- maintaining the college's Additional Needs Record and Brockington College Dictionary of Needs to ensure staff awareness of student needs
- liaise with potential next providers of education to ensure students and their parents / carers are informed about options and a smooth transition is planned
- developing good practice across the network of schools
- ensuring the Brockington College SEND Information Report is maintained and up-to-date.

19.5 Subject teachers are responsible for:

- making themselves aware of the SEND policy and the procedures for identification, monitoring and supporting students with SEND
- the progress and development of every student in their class, including where students access support from teaching assistants or specialist staff
- teaching students with SEND in the classroom and for providing an appropriately differentiated curriculum, making reasonable adjustments to meet student needs, reviewing each student's progress and development and making decisions on any changes to provision
- raising initial concerns for students to the SEND team and for the graduated response for meeting student's needs: assessing, planning, reviewing and doing
- working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- providing feedback to parents / carers of students with SEND.

20. Additional support for learning

20.1 At Brockington College we have a team of teaching assistants including two higher level teaching assistants who deliver interventions and support students on a 1:1 basis or in small groups.

20.2 Teaching assistants are responsible for:

- ensuring they are fully aware of the SEND policy and for the graduated response for meeting students' needs: assess, plan, review, do
- planning for, and, assisting in making provision for the individual needs of students identified as having SEND, whether in class, small groups or one-to-one
- working alongside subject teachers to agree the nature of support in lessons and to ensure resources and materials to meet student needs are available
- providing feedback to teachers / SENCo / parents / carers / pastoral team about students' responses to tasks and strategies
- acting as student advocates and keyworkers for identified students, helping them to create one-page profiles and ensuring student records and, where appropriate, Individual Provision Maps are maintained.

21. Storing and managing information

21.1 All records containing sensitive information relating to the special educational needs or disabilities of students in school will be treated as highly confidential and will be securely held. Information will not

be disclosed without parental permission, unless we have a legal reason to do so, e.g. disclosure is necessary to protect a person from suffering significant harm or necessary for crime prevention or detection purposes.

21.2 If parents / carers have consented to the involvement of other professional services, such as health services or educational services, for example the Special Educational Needs Assessment and Commissioning Service, the school might need to share information with them in the course of its work.

21.3 Special educational needs or disabilities records will be retained in line with the Brockington College Data Retention Policy.

22. Accessibility

22.1 The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools to plan to increase over time the accessibility of schools for students with disabilities.

22.2 Brockington College is a multi-storey building that opened in 2007. The college is accessible to wheelchairs through the provision of lifts in the main building. In 2015, a modular two-storey building was added to the school.

22.3 We are committed to providing access to the physical and learning environment. Written information can be provided for students and parents / carers in their preferred format, if requested.

23. Adaptations to the curriculum and learning environment

23.1 We make the following adaptations and reasonable adjustments to ensure students' needs are met:

- differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, interleaving and overlearning etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- using best endeavours and reasonable adjustment to our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolded work etc.

24. Extra-curricular activities

24.1 All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

24.2 No student is ever excluded from taking part in a school activity because of their SEN or disability. Where needed, an individual risk assessment will be undertaken including parent / carer, student and staff in order to consider how student needs can be met.

24.3 The school Accessibility Plan is available on the school website.

25. Support for improving emotional and social development

25.1 We provide support for students to improve their emotional and social development through our pastoral system and through the:

- Work of the school chaplains
- promotion of our school values, through assemblies, our spiritual reflection programme and the curriculum
- Inclusion Hub and work of the Leicester City Football Club (LCFC) Inspires Mentor
- provision of lunchtime clubs for invited SEND students
- provision of a nurture group and bespoke timetables, where needed, and agreed with school and parents

- provision of bespoke ASDAN programmes
- provision of after-school GCSE support and revision groups
- provision of bespoke interventions for students with SEND to promote teamwork / social skills etc
- the work of the school emotional literacy support assistants (ELSAs) and the school counsellor
- college personal and social education curriculum

26. Anti-bullying

- 26.1 Brockington College is an inclusive school committed to creating a safe, secure, and happy environment for all children, where everyone is accepted for whom, they are and where the differences between us are valued and celebrated.
- 26.2 Bullying is not tolerated at Brockington College. We are aware, however, that some children with SEND may be particularly vulnerable to bullying. To mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEN and disability. We also find opportunities to positively promote disability through posters, visitors to the school and through the curriculum itself.
- 26.3 As part of our provision for SEND students, we will always look to promote student independence and resilience and closely monitor student's well-being, outside as well as, within the classroom. Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for students and parents.

27. Concerns and complaints about SEND provision

- 27.1 Brockington College is committed to working in close partnership with all members of the school community. The college places great value on the role which parents / carers can play in supporting their child's learning. Staff and governors actively encourage a positive relationship between the school and families. It is recognised that parents / carers of children with SEND may, from time to time, have concerns regarding their child's individual needs. The college acknowledges the difference between a concern and a complaint however, the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be dealt with by the college as quickly, sympathetically, and effectively as possible.
- 27.2 Brockington College Complaints Policy outlines the formal procedures which will be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.
- 27.3 The parents / carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the college has discriminated against their child. They can make a claim about alleged discrimination regarding:
- exclusions
 - provision of education and associated services
 - making reasonable adjustments, including the provision of auxiliary aids and services.

28. SEND Policy monitoring arrangements

- 28.1 This policy and information report will be reviewed by the SENCO annually.
- 28.2 The impact of the pandemic on students with special educational needs will continue to be monitored and our support for students with special needs and disabilities will, of necessity, be adapted and refined as needs dictate.
- 28.3 In response to the climate of reform created by the new Code of Practice 2014, this policy will be reviewed annually in conjunction with stakeholders.