KINGSMEAD SCHOOL
SEND POLICY

This plan is reviewed annually in the Summer term.

Next Review Due: July 2027

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1 Introduction

Kingsmead School is an inclusive school which ensures that every student achieves their full potential. Our ethos of 'practice to perfect' and values of **courage, nurture, collaboration** and **rigour** are embedded into daily routines. Students are supported and challenged to ensure they develop personally, socially, emotionally and academically across all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

At Kingsmead we believe that each student has individual and unique needs. However, some students require more support than others to achieve. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to overcome temporary needs. Kingsmead aims to provide all students with strategies for dealing with their needs in a supportive environment, and to provide meaningful access to the national curriculum.

1.1 Policy aims

Our SEND policy aims to:

- enable every student to experience success
- promote individual confidence and a positive attitude
- ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate, with reasonable adjustment
- identify, assess, record and regularly review students' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

The policy should be read in conjunction with the SEN Information Report which outlines in greater detail the provision available for students with SEND. The policy is reviewed annually by the SENCO and published on the school website. Paper copies are available from the school on request. The policy will be updated if any changes to the information are made during the year.

1. 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 the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for maintained schools/academy trusts which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

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

2. Definitions

Students identified at Kingsmead School as having 'Special Educational Needs' are defined as having a learning need that calls for additional or different educational provision to enable them to make appropriate progress.

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.

3.1 Four main areas of need

The SEN Code of Practice 0-25, 2015 outlines four main areas of need:

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.

3.2 Identification of needs

At Kingsmead School, we prioritise early identification of students' needs. Meeting all learning needs is crucial to students progressing effectively in school. If needs are met effectively during the early years of secondary education students will progress to succeed at GCSE and beyond.

A student's special educational needs may have been identified before they arrive at Kingsmead School, or may be identified once they arrive, often by class teachers or parents. Parents/carers as experts on their child are involved in every step. Identification of special educational needs is part of the continuous cycle of assessment.

To help identify children who may have special educational needs, the school measures student's progress by:

- their performance as monitored by the teacher as part of ongoing observation and assessment
- meetings with in-school professionals to discuss student progress
- the results of baseline assessments and subsequent monitoring of progress
- triangulation of data including curriculum progress, behaviour data and attendance
- screening or assessments of reading, spelling etc. using nationally recognised standardised tests
- lesson observations
- educational psychologist assessment/observation
- staff completing an initial concern form if they feel the child is making less than expected progress in their learning.

If a student has been identified as requiring additional support, they will be placed on the SEN register and a plan of intervention put into place. The intervention will be reviewed, and the student will be removed from the SEN register once they are making age-appropriate progress.

3.3 Mid-term admissions

Students who arrive at Kingsmead School mid-way through a term will receive an induction programme prior to attending lessons. During this time the student will be assessed to identify any additional needs to ensure they are able to fully access the curriculum. The duration of the induction will depend upon the students' needs and baseline data. For example, a student who has English as an additional language is likely to need a longer induction.

3.4 Children in Care (and previously looked after children)

Children in Care (and previously looked after children) are a particularly vulnerable group. Kingsmead School will ensure that prompt action is taken when necessary to safeguard these children and the governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

Cathy May (SENCO) is the designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs identified in personal education plans are met. The school ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child's status, their care arrangements (including contact arrangements with birth parents

and those with parental responsibility) and details of the child's social worker and virtual school head.

The designated member of staff will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care and will work closely with Virtual School heads to promote their educational achievement.

The Designated Safeguarding Lead will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Each child who is looked after may receive support from a student support tutor to ensure they are accessing the curriculum and on track to meet or exceed their targets.

3.5 Working with parent/carers

There are many opportunities for parent/carers to meet teachers at Kingsmead School to build relationships and exchange information. Year 6 parents can meet staff at open evenings, online events and before their child starts in September. Parents and carers will be informed of their child's progress and involved in target setting throughout the academic year and in a variety of ways.

These include:

- Informal meetings with teachers
- Meetings with the Special Education Needs Coordinator
- Formal parents' evenings
- Annual Review meetings, for children with an Education, Care and Health Plan
- Invitation to a termly review for children on the SEN register with an Individual Education Plan (IEP)
- Multi-agency meetings, for children that have support from external agencies e.g. Speech and Language, Occupational Therapy, Educational Psychologist.

If there is a concern about a student, the Special Education Needs Co-ordinator, Head of Year and subject teacher will make an appointment to see parents, discuss the concern and together form a plan to help the student. At each stage of the SEND staged approach, parent/carers are involved in planning of how to meet the student's needs.
Parent/carers of EHC plan students will receive a termly review of their child's progress towards the outcomes listed in section F of the EHC plan. The review will be completed by the SENCO and allocated student support tutor.

Parent/carers of students who are SEN SUPPORT on the register will receive a termly update from the SENCO and Inclusion Student Support Tutor detailing their child's progress towards the targets outlined on their Individual Learning Plan (IEP). This could take place at parents' evenings, in person or over the telephone.

4. Roles and responsibilities

4.1 The Deputy Headteacher (DHT) for Inclusion

The DHT linked for inclusion is Gemma Clare

(gclare@kingsmead.org)

The DHT linked for inclusion will:

- Work with the headteacher, SEN trustee and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensure the headteacher and SEN trustee remain fully informed with operational and management plans.
- Meet with SENCO weekly to provide structured and strategic line management.

4.2 The SENCO

The SENCO is Cathy May cmay@kingsmead.org

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to 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 school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

4.3 The board of trustees

The trustee 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 the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in 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 the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out

- Determine their approach to using their resources to support the progress of pupils with SEND

4.4 The SEN trustee

The SEN trustee will:

- Help to raise awareness of SEN 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 headteacher, assistant headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.5 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

4.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adjusted to meet pupils through a graduated approach

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and the SEN information report
- Communicating with parent/carers regularly

4.7 Arrangements for monitoring and evaluation

The Deputy Headteacher in charge of Inclusion and SENCO, will have overall responsibility for the SEN policy development and implementation, as well as assessment and provision for individual students. The SENCO will oversee the Inclusion team including the Student Support Tutors and SEN Admin Assistant.

The SENCO will review the policy annually and update as necessary throughout the academic year.

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of student tracking data and test results for individual students and for cohorts
- value-added data for students on the SEND register
- monitoring of procedures and practice by the SEND trustee

4.8 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 a 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.

4.9 SEND staff training

Kingsmead School aims to meet the needs of all students and ensure the provision is appropriate. This means that we adapt our support and training schedule to meet the needs of the individual children in the school at any given time.

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

All staff delivering interventions are appropriately trained. Sometimes, this training might involve other professionals such as speech and language therapists or attending courses. If additional training is required, the Special Educational Needs Coordinator will contact the appropriate body to deliver the training.

In a similar manner, Kingsmead School SEN resources are regularly audited and reviewed to ensure that they meet the needs of the students in our school.

Continual professional development is a key feature of the academic calendar. This year SEND training continues to focus on high quality-first teaching through the use of Kingsmead's principles of teaching and learning (ASPIRE).

5. Inclusion and the Curriculum

At Kingsmead School we believe in an inclusive and challenging approach to teaching. Students who have identified SEND needs receive, as per the Code of Practice 2015, 'an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential' (SEND Code of Practice 2015, P.92)

Kingsmead School is committed to the individual needs of all young people. We respect diversity and aim to provide an educational environment in which all young people can thrive. We promote inclusion so that all students can realise their potential in terms of academic and personal achievement through access to the curriculum and extracurricular activities and by providing support, which is tailored to individual needs.

We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter. Our Character Curriculum helps to ensure that our school promotes the individuality of all our students irrespective of ethnicity, attainment, age, disability, gender or background and that they have a common curriculum experience.

As a school we are committed to providing the very best education for all our students. We treat students as individuals and work to remove barriers and put reasonable adjustments in place to enable all students to have access to an education within a mainstream setting.

5.1 Graduated Approach

In line with the Graduated Approach outlined in the Code of Practice, 2015, we follow a three-wave intervention approach that ensures the appropriate level of support and challenge is in place for all students. This is a fluid system of education that enables students to move

from each wave without any significant impact upon their education, but which will increase or decrease the amount of support that is provided.

Wave 1: This wave focusses on Quality First Teaching from all teachers across the school and in all subject areas. The subject specialist oversees the adjustments and strategies put into place to support the students to make progress in line with their age-related expectations. The students are taught in mainstream lessons and are monitored by the subject specialist and Learning Director of Department.

Cognition & learning	Communication & Interaction	Social Emotional Mental Health	Physical & Sensory
WAVE 1 – QUALITY FIRST TEACHING			
• Avoid copying from the board • Expect quality not quantity • Provide longer processing time • Model • Check and check again	• Highlight key words • Number instructions • Provide visuals • Allow silent thinking time • Model	• Praise when praise is due • Close parental contact • Clear goals • Be predictable • Listen carefully	• Provide visuals • Sit students near the front • Face students when speaking • Transparent facemask • Offer instructions in several formats
WAVE 2 – IN SCHOOL SUPPORT			
• Study Club • Literacy intervention • Subject specific interventions • In class support • 1:1 audio reading	• Study Club • Social skills group • Speech & language group	• 1:1 assertive mentoring • Social skills group • Mindfulness • Girls club • Behaviour group • Anger management	• In school physio • Visual cards
WAVE 3 – EXTERNAL SUPPORT			
• Dyslexic Association • Enfield SEN	• Speech and Language therapist (Words First) • Enfield SALT	• CAMHS referral • Art therapy • Julian Campbell • BTEG	• Occupational therapy • Joseph Clark Visual • Hearing impairment service

Wave 2: At this level, in school targeted intervention is put into place to support the student. The student will have been identified by the subject specialist, Learning Director of Department or Head of Year as requiring additional intervention. The interventions will be delivered in a range of ways, for example in class small group work, 1:1 mentoring outside of lessons, in class support by association. The students will remain in mainstream lessons and will follow the two-week timetable, however they might be withdrawn from some lessons to focus on their interventions. **Wave 3**: At this level students will receive additional support from an external agency. This can take place either during curriculum time or outside of the school day, depending on the agency involved. Students will continue to receive the majority of their education in mainstream lessons which run alongside their interventions and external agency involvement. The external support will work and communicate closely with the SENCO and parents to ensure all parties are fully informed and providing a cohesive educational experience for the student. Again, this is fluid and when improvement is seen, and the student is deemed able to continue on their own, the additional support will cease.

Kingsmead school uses a variety of methods to assess the individual needs of our students. These include information from primary schools, baseline assessment tests as well as observations from working with students in classrooms.

Indicators of Special Educational Needs (SEN) could be where students are making slower progress than their peers or where they do not make the social development necessary to make a successful transition to adult life.

If a member of staff has concerns about a student, the 'graduated approach' is initiated. This is when the school will take action to remove 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.

The SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student to make good progress and secure good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles to match interventions to the SEN of children and young people.

The four areas of the graduated approach are:

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 an individual education plan.

Parent/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

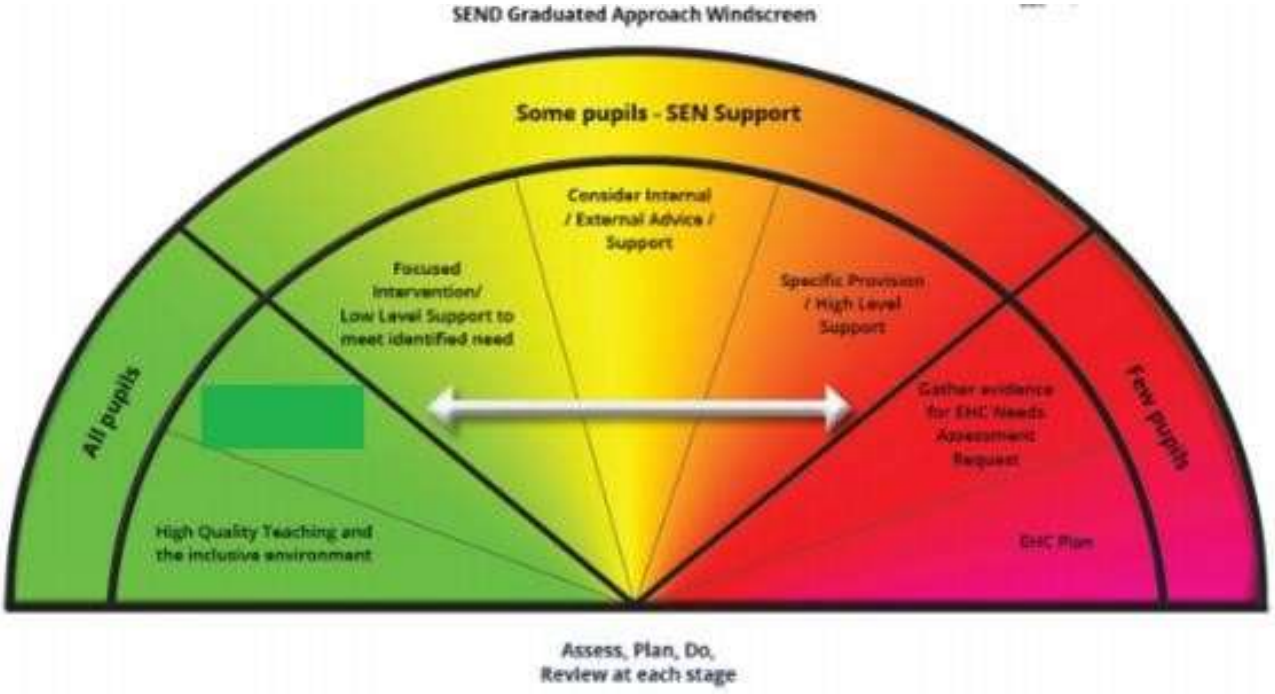
The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

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.



Kingsmead School offers a range of interventions including:

- Literacy
- Social Skills
- Mentoring
- ELSA
- Just Reading
- Lunch Club
- Draw and Talk
- Educational Psychology
- All About Me ASD support
- Speech, Language and Communication (Words First Ltd)
- SEMH
- Study Club
- Lexia

Our interventions run during and after the school day.
Interventions usually take place in the Intervention Room in the Inclusion area. This provides a safe space for interventions to take place and students to receive support as and when it is needed.

6. Evaluating the effectiveness of SEN provision

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

- Evaluating and analysis student data (progress, attainment and engagement)
- Triangulating data – behaviour, attendance, academic progress, safeguarding
- 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

7. 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.

8. 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 to pupils with SEND, and the support we provide to help pupils overcome any communication barriers faced, see our safeguarding/child protection policy.

9. Mobile Phone Policy

At Kingsmead students are **not** allowed to bring mobile phones to school for both educational and health and safety reasons. In very rare cases when a parent or carer requests a student carry their phone to and from school the head teacher grants permission on a case by case basis. In these instances, a contract is signed by staff, the parent and student to agree this special consideration.

10. Expertise and training of staff

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

11. Our pledge

At Kingsmead School we take learning, development and attainment very seriously. We strive to meet our students needs to give them the best possible outcome when they leave for

further education. However, in extenuating circumstances we are not always able to support the diversity of everyone's specialised needs. In such instances we work together with the SEN team at Enfield and specialised schools in the borough to find the best option for the individual to ensure they are able to learn, achieve and make progress at school.

12. Complaints

If you have any questions, concerns or complaints, please discuss these with the SENCo or Head Teacher. If you do not feel that your complaint has been dealt with appropriately and you wish to make a formal complaint, please follow the school's complaints procedures.

13. 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