A COMMITMENT TO EXCELLENCE

Special Educational Needs & Disabilities Policy 2026- 2027

Policy & Procedure Number: 54a

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School Link: Mrs K Webster

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1. Aims and Objectives



We aim to ensure that pupils with special educational needs and disabilities are identified, supported and guided throughout their school life. This will enable them to maximise their learning potential during the Foundation Stage and Key Stage 4, thus making a successful transition to adulthood and the world of further and higher education, training or employment.

Our guiding principle is one of inclusion. We want to identify and break down all possible barriers to learning. We value all pupils in our school equally and ensure that each has access to a broad, balanced curriculum which is differentiated to meet their needs and abilities. We aim to offer high quality support to ensure that the needs of all pupils are met.

For our SEND pupils, a network of support systems is in place across the whole curriculum. Wherever possible, pupils work in mainstream classes with support, but facilities are provided for short term individual withdrawal when appropriate.

Wade Deacon High School aims:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively.
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Body to enable them to fulfill their monitoring role with regard to the SEND Information Report.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

2. Vision and Values

At Wade Deacon we believe that all pupils are entitled to a broad and balanced curriculum. Pupils are valued equally, regardless of ability and encouraged to achieve their potential. The achievements, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs.

3. Legislation and Guidance

The Special Educational Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational needs and/or disability (SEND). The law states that all schools must 'have regard' to the SEND Code of Practice when deciding how to support children with special educational needs.
In addition, provision at Wade Deacon High School follows guidelines outlined in the statutory Special Educational Needs and Disability (SEND) Code of Practice and Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities.

3.1 This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

3.2 This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) updated 16 August 2017 'Supporting students at academy with medical conditions'
- DfE (2016) updated 2 April 2020 'Keeping children safe in education'
- DfE (2015) updated 21 February 2019 'Working together to safeguard children'

4. Definitions

4.1 Special Educational Needs

A pupil has a SEND where their learning difficulty calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. For example, a pupil may have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority (SEN Code of Practice 2014).

The current legal definition of special educational provision for children aged two or over is: 'educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA (other than special schools)' (Children and Families Act, Section 20).

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.

4.2 Disability

The Equality Act 2010 states that a pupil has a disability if they have:

- A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.
- Physical or mental impairment includes sensory impairments, such as those affecting sight or hearing.
- 'Long term' means that the impairment is likely to last for the rest of a person's life or has lasted at least 12 months or the total period for which it lasts is likely to be at least 12 months.
- 'Substantial' means more than minor or trivial.
- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

There are four broad areas of need outlined in the SEND Code of Practice. Pupils may have needs that overlap one or more areas and detailed assessments should ensure all needs have been identified.

The broad areas of need are:

1. 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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall into this category.
2. 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 (SpLD), which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties (MLD). • Severe learning difficulties (SLD). • Profound and multiple learning difficulties (PMLD), which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. 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 (ADD), attention deficit hyperactive disorder (ADHD) 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.
4. 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.

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEND, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

5. Roles and Responsibilities

5.1 The SENDCo will:

- Work in collaboration with the Principal and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents and carers, and other agencies.
- Work with the Principal/Head of School and SEND committee to determine the strategic development of the SEND policy and provision in the school.
- Ensure that the SEND Code of Practice is adhered to at Wade Deacon High School.
- Have responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Report to the Governing Body.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

5.2 The Principal/Head of School will;

- Ensure that all staff are ambitious for all pupils with SEND.
- Ensure that all pupils with SEND are included in all aspects of school life.
- Have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND.
- Work closely with the SENDCo and keep the Governing Body fully informed of SEND issues, providing an annual SEND Information Report (the content of the report is specified at section 6.79 of the Code of Practice 2014: 0 to 25 years).

5.3 SEND Committee of Governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Principal/Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school.

5.4 Classroom teachers will be responsible for:

- The progress and development of every pupil in their class.
- Delivering high quality teaching and adapting the curriculum so that it is coherently sequenced to meet all pupils' needs, starting points and aspirations for the future.
- 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.
- Class teachers are responsible for notifying the team of any unidentified SEND concerns and informing the SEND team via a SEND referral on Synergy, where pupils are not making progress, or they feel need additional support.

6. Staff specialisms

Staff Member	Role	Qualification
Kirsty Webster	SENDCo	National Award for SEN Co-ordination PGCert in Specific Learning Difficulties (Dyslexia). AMBDA. Level 3 Elklan
Kathryn Cook	Leader of Inclusive Curriculums	National Award for SEN Co-ordination PGDip Deaf Education PGCert Advanced Educational Practice (SEN) Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) Level 1 BSL Level 2 Elklan
Kate Jones	Inclusion Manager	BA Hons Degree in education Thrive licensed practitioner Online training for Boxall profile Dog mentor Child bereavement uk – Dealing with grief Level 3 in emergency first aid Level 2 food safety for catering

Caroline Owens	Pathway Coordinator	BSc (Hons) Degree in Education Psychology CACHE level 3 Teaching Assistant Seasons for Growth – Bereavement counselling

6.1 High level teaching assistants (HLTAs) have an area of responsibility in relation to their expertise:

Staff Member:	Jennifer Power	Sheryl McGerty	Linzi Shortell	Ashley Hesketh
Main Responsibility:	SEND intervention (including EAL) Referrals to outside agencies for ADHD/ ASC	SEND intervention (focus on SPLD) Referrals to outside agencies for ADHD/ ASC	Access Arrangements Referrals to outside agencies in relation to access – such as Visual stress	Access Arrangements Referrals to outside agencies in relation to access – such as Visual stress
Qualifications:	Diploma in Teaching Assistants – Level 3 ELSA	SPLD Morph Mastery qualification	GTP in Secondary Design Technology CTET Access arrangements Certificate of Psychometric testing. Assessment & Access Arrangements (CPT3A)	PGCE in Secondary Science First aid course Level 3 NVQ health and social care (inc. moving and handling)

6.2 Teaching assistants (TAs) have an area of responsibility in relation to their expertise:

Staff Member:	Lindsey Cebelieu	Karen Holland	Linda Kirk
Main Responsibility:	Communication and interactions interventions	Visual impaired interventions	Hearing Impaired interventions
Qualifications:	Elkan (training to support pupils learning of language) level 2	HLTA Level 4 English Lang and Literature Lexonik – literacy intervention program Elkan (training to support students learning of language) level 2	HLTA CACHE Level 2 Sign Language level 1 and 2

Staff Member:	Craig Kay	Jackie Wright	Andrew Morton
Main Responsibility:	Numeracy interventions	Speech and language support	Extra-Curricular activities
Qualifications:	PCGE in secondary teaching – Specialism in Mathematics First Aid Certificate (Current) GCSE Spanish	NVQ Level 3 - Teaching Assistant Level 3 Diploma in Health and Social Care. CACHE Level 2 OLM Modifier Development Diploma – Mentoring and Coaching.	Undergraduate Diploma in Mathematics

Staff Member:	Libby Howarth	Karen Whitfield	Emma Ainsworth
Main Responsibility:	SEMH interventions	SEMH interventions	Inclusion curriculums
Qualifications:	BSC Psychology in Education MSC Development, Disorders and Clinical Practice	NCFE CACHE Level 2 Supporting Teaching and Learning in schools (Ofqual) NCFE CACHE Level 3 Diploma for Residential Childcare TQUK Level 2 Certificate in Counselling Skills (RQF) Ofqual Mental Health First Aider (MHFA England)	Diploma Childcare in Education Solihull approach training Dog mentor training

Staff Member:	Louise Owen	Jenny Jack	Michelle Wills
Main Responsibility:	Reading Interventions	Literacy Interventions	Reading Interventions

Qualifications:	NCFE CACHE Level 2 Award in Supporting teaching and learning, CACHE Level 3 Award in Supporting Teaching and Learning (RQF), Paediatric First Aid expires April 2027	PGCE (Primary education) NVQ Level 3 Diploma for the Children and Young People's Welfare First Aid Teaching English as a foreign language (TEFL	BA (Hons) Degree in Journalism CACHE Level 2 certificate in supporting teaching and learning in schools CACHE Level 3 and Level 2 Certificate in Understanding Autism CACHE Level 2 Certificate in Understanding children and young people's mental health CACHE Level 2 Certificate in Understanding Specific Learning Difficulties CACHE Level 2 Certificate in Understanding behaviour that challenges CACHE Level 2 Certificate in counselling skills

7. Facilities for Pupils with Special Educational Needs and Disabilities

- The school is a building with many stairs. There is, however, disabled access throughout the building including lifts and disabled toilets.
- The school will have regard to the Equality Act 2010, the Children's and Families Act 2014 and the Code of Practice 2014 in terms of admitting pupils with disabilities.
- There are facilities for small group/individual teaching in the break-out areas and the library.
- All members of the school community, including pupils, are invited to inform the school of any disability they have.
- The Equality Policy and the Medical Conditions Policy should be read in conjunction with this policy.

8. Admission and identification of pupils with Special Educational Needs

Applications from parents of pupils with SEND but no Education, Health and Care Plan (EHCP) will be considered on the basis of the Local Authority's published admissions criteria. (Refer to Admissions Policy)

Members of the Senior Leadership Team, Year 7 Progress Leader and SENDCo liaise with the primary schools regarding pupils who will require support when they start Wade Deacon. Parents are invited to speak to the SENDCo during the Intake Evening and at the beginning of Year 6.
On entry into school, all pupils will be assessed using:

- Detailed Assessment of Speed of Handwriting (DASH) Test.
- WRAT Spelling Test.
- STAR Reader assessment.
- STAR Maths assessment.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.
Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Quality First Teaching, or whether something different or additional is needed.

9. Support for Teaching and Learning:

The NC Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils through:

- Setting high expectations for every pupil, whatever their prior attainment.
- Using appropriate assessment to set targets which are deliberately ambitious.
- Identifying potential areas of difficulty and addressing them at the outset.

This school is committed to supporting pupils identified as having SEND within the mainstream classroom. All teachers are teachers of special educational needs and are expected to differentiate appropriately. Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated to meet the needs of individual pupils. The SEND team are dedicated to advising and supporting pupils and staff to enable pupils with special educational needs to learn alongside their peers. Every member of staff is provided with detailed information, advice and strategies to support pupils with a variety of SEND needs.
When planning curriculum and assessment for pupils all staff take into account the specific needs of pupils highlighted as having special educational needs. Subject faculties differentiate schemes of work to enable pupils to gain maximum benefit from the curriculum. This differentiation covers the more able pupils as well as those normally classed as having 'special needs.'

We may also provide interventions including, but not only:

- Social Skills
- Wellbeing
- Counselling
- Literacy and Numeracy boosters

- Mentoring

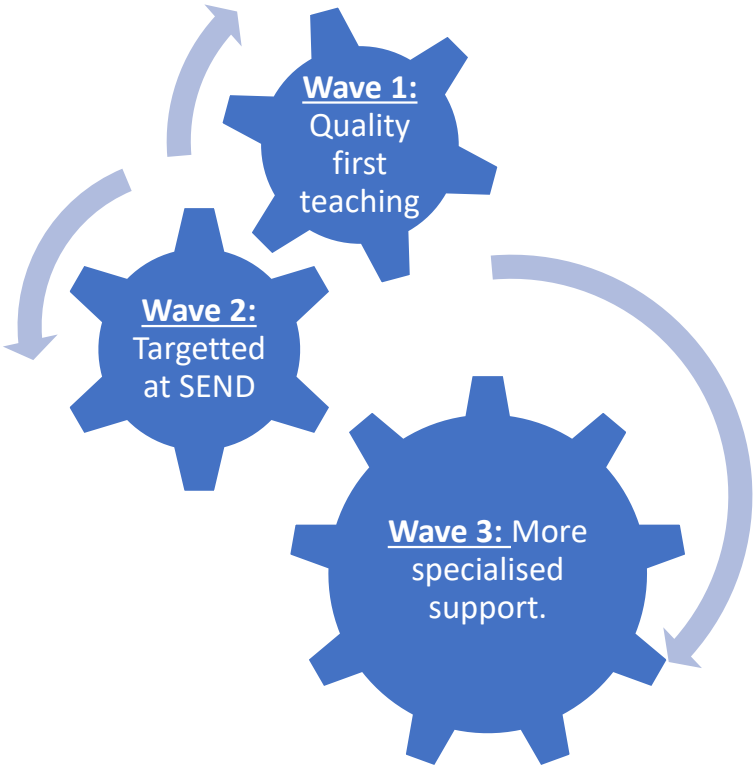
Professional development of staff is enhanced through regular meetings during collaborative planning time, CPD provided specifically for Teaching Assistants, lesson observations, Open Door weeks, book looks and coaching sessions.

10. Continuum of provision to overcome barriers to learning

The school adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

10.1 Waves of Intervention Model

Additional support for children with special educational needs is expected to be delivered in three successive levels or 'waves.'
Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - i.e., it is part of the planning and beliefs of the school as a whole.



Wave 2 is targeted at pupils with SEND specifically through the employment of bespoke strategies that have been identified for the pupil and the use of highly adaptive teaching. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a pupil has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

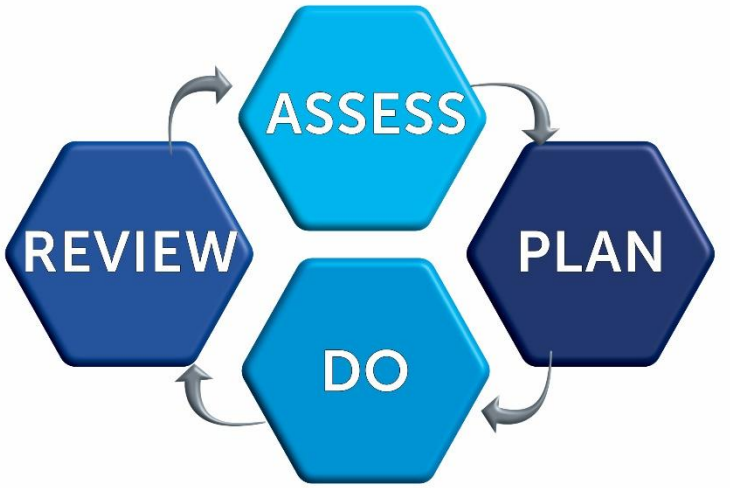
10.2 Stage 1 – SEND Monitoring

Pupils who do not have a diagnosis or are not making adequate progress are placed in the 'SEND monitoring' category. Pupils identified as requiring school support may be provided with one or more of the following types of support to facilitate inclusion, enable progress, gain confidence and/or assist in the achievement of success:

- shared bespoke strategies;

- adaptive materials;
- in-class support;
- technical support (hearing impaired);
- reading intervention.

10.3 Stage 2 – SEND Support



Pupils who have not made satisfactory progress will move along the continuum to SEND Support. This will follow a four-stage cycle: Assess, Plan, Do and Review.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

Where it is decided to provide a pupil with SEND support the pupil, parents, keyworker and SENDCo should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should 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 should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

At this point the SENDCo may request advice and/or support from external agencies such as the Educational Psychology Service, Local Authority Support Services, Social Services, Pupil Referral Unit, and the Education Welfare Officer. The following support may be given:

- A SEND Support Plan will be drawn up between the pupil, parents and school identifying the pupils needs to improve their long-term outcomes. This will be reviewed three times a year;

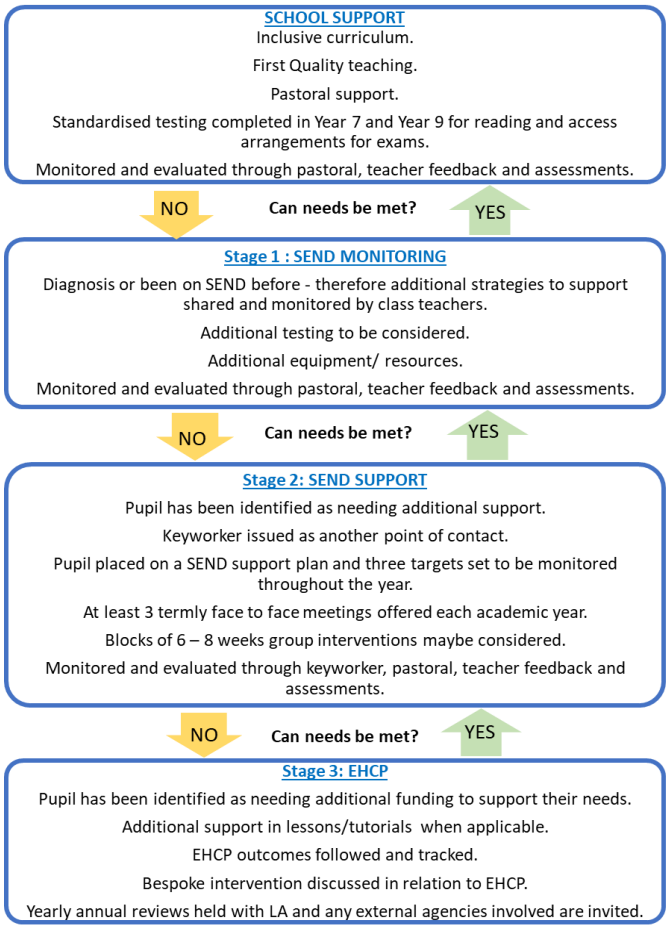
- A keyworker will be assigned to lead on the SEND Support Plan, supported by the SENDCo.

10.4 Stage 3 –Education, Health and Care Plan

For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.

Pupils who qualify for an Education Health Care Plan are set targets. Strategies to meet these targets will be included on their SEND Support Plan. All pupils who are in receipt of an EHCP are reviewed annually on a formal basis, when parents, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the case conference.

10.5 School Graduated Approach Flowchart



11. How will SEND be reviewed at Wade Deacon?

The SENDCo will have overall responsibility for managing and reviewing the support for SEND pupils, ensuring the school is using its best endeavours to achieve the best possible outcomes for the pupil. All pupils identified as SEND Support and EHCP will be allocated a keyworker who

will ensure reviews are completed on a termly basis with pupils and parents/carers. The SENDCo or the Pathway Coordinator will hold all annual reviews for pupils with an EHCP.
In addition to this, the school will publish an Annual Report which contains a SEND information report on the effectiveness of provision and any amendments made or proposed over the year to our SEND policy.

12. External Support

Agencies include:

- The Educational Psychology Service.
- Sensory Service (hearing/vision impaired pupils).
- Pediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy).
- The SEND Team.
- The School Nurse.
- Education Welfare Service.
- Special Schools.
- Children's Social Care.
- Children and Adolescent Mental Health Service.
- SEND Information Advice Service (SENDIAS) formally Parent Partnerships.
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

13. The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up-to-date signposting, please visit our website www.wadedeacon.co.uk

14. Parent partnerships

The school believes that parents/carers hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents/carers of pupils with SEND. All teachers, the SENDCo, pastoral and other staff have an important role in developing positive and constructive relationships with parents/carers. We recognise that some parents/carers require both practical help and emotional support if they are to play a key role in the education of their children. For this reason, we seek to develop partnerships with local parent/carer support groups, external agencies and voluntary organisations.

The school works in partnership with parents/carers of pupils in accordance with guidance in the 2014 SEND Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a pupil's progress, parents/carers will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.

- If a decision is being considered to move a pupil onto SEND support, then parents/carers will be asked for their views prior to any decision being made. Parents/carers will be fully informed of any additional programme in place for their child.
- Parents'/carers' views will be sought when a pupil's support plan is drawn up and suggestions as to how they can be supported at home will be given
- Parents / carers are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents/carers' comments are sought prior to the review report being drafted and incorporated into the final report.

15. Consulting young people with SEND

Children's views will be sought and taken into account during the review process and at other key times throughout the year, i.e. at SEND reviews and meetings with their keyworker.

Parents/carers are encouraged to discuss any problems or concerns with school, with the child's teacher initially. Most problems can be resolved in this way. But if this does not happen, parents/carers may raise concerns with their Keyworker, Personal Tutor, Progress Leader or SENDCo as appropriate. Any complaints will be dealt with in line with the school complaints policy. Parents/carers may take their complaint to the LA, as described in the 2011 Education Act.

16. Transition arrangements

The Assistant Vice Principal responsible for Transition will visit all feeder primary schools to gather information on the new intake of pupils. This is then shared with relevant staff, including the SENDCo. For those pupils in receipt of an EHCP, the SENDCo may be invited to attend Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.
SEND pupils that are moving between key stages will have transition arrangements in place via the SEND review process.

17. Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.
A copy of this policy can be found on the school website: www.wadedeacon.co.uk

18. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo or the Senior Assistant Vice Principal in charge of complaints in the first instance. If the issue cannot be resolved, a formal complaint can be submitted to the Chair of Governors, as per the school's Complaints Policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their

children. 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.

19. Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website.

- The Equal Opportunities Policy.
- Medical Conditions Policy.
- Local Offer/ School Offer.
- Inclusion strategy

20. Review Framework

The policy should be reviewed annually or sooner in the event of revised legislation or guidance.