ALL SAINTS
Multi Academy Trust

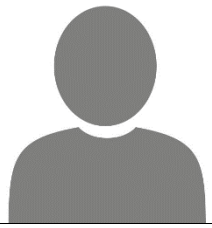
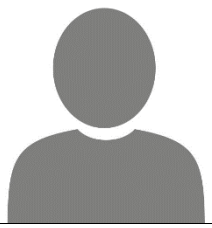
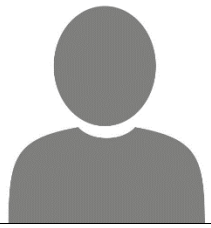
St Cleopas CofE Primary Academy

SEND Policy

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Our SEND Team

		
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National Award for SEN Coordination (NASCO) Status : Completed in July 2018 by Rachel Murray

Introduction

This policy is designed to set out St Cleopas CofE Primary Academy's aims and objectives for meeting the special educational needs of students. It is important that this policy is read in tandem with the SEND Information Report.

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE June 2014
- Schools SEN Information Report Regulations 2014
- Children and Families Act 2014
- The National Curriculum in England Framework December 2014

This policy was created by reference to the Academy's SENDCO, SEND Governor, in liaison with the SLT, all staff and parents/carers of pupils with SEND and external advisors; this co-production reflects the spirit of the Code of Practice.

This document should be also be considered in the light of the following Academy Policies

- Curriculum Policy
- Admissions
- Behaviour Policy
- All Saints Multi Academy Trust Safeguarding Policy
- Academy Child Protection Policy and Procedure
- Medical Policy
- Accessibility Plan
- Complaints Policy

Aims and Objectives

'Help Me To Help Myself'

Our fundamental belief is that the aims of education should be the same for all pupils, but those with special educational needs and disabilities (SEND) may need more assistance in achieving these aims. This could encompass all children in the school at different times; therefore, a wide variety of strategies needs to be in place to enable all staff within the school to meet the needs as they arise.

This policy describes in detail the procedures and systems which are being established for meeting the objectives of providing an inclusive education for all children with SEND, whilst aiming to provide the entitlement of access to a full and balanced curriculum. It is of the utmost importance to ensure the independence of children, in their learning and their future life choices

Our Philosophy

All members of staff, in conjunction with the relevant authorities have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Appropriate, reasonable intervention will be provided in the light of on-going progress monitoring.

Aims

This policy is designed to develop excellent standards in the education, care and protection of vulnerable people in all that we do.

- Create a person-centred, inclusive environment where all pupils feel valued and supported.
- Identify and assess SEND early and provide tailored support.
- Ensure all pupils access a broad, balanced, and differentiated curriculum.
- Promote high aspirations and positive outcomes for pupils with SEND.
- Involve pupils and parents/carers in decision-making processes.
- Collaborate with external agencies to meet pupils' needs effectively.

Objectives

We will fulfil our aim through the following objectives:

- To create an ethos and educational environment that is person centred and has the views
- and needs of the child at its heart along with their families/carers.
- To identify and provide for students who have special educational and additional needs
- To fully adopt a graduated approach in line with the Special Educational Needs Code of
- Practice 2015 to ensure each student's needs are met with a view to maintaining the highest
- possible expectations for progress
- To clearly identify the roles and responsibilities of Academy staff and SEND Governor in
- providing an appropriate education for all SEND students
- To provide a differentiated curriculum appropriate to the needs of individual students
- To provide a focus on student outcomes to ensure appropriate levels of progress
- To provide appropriate opportunities for the social, moral and spiritual development of all
- SEND students and encourage full participation in the wider aspects of Academy life, with a
- long-term goal of developing positive self-esteem, greater independence and preparation for
- adult life.
- To involve all staff in training opportunities to enhance expertise across all relevant aspects
- of SEND
- To liaise with external agencies to provide appropriate levels of support to meet individual
- student needs
- To ensure that parents/carers and students are fully involved in the development of an
- appropriate curriculum to meet specific needs.
- To provide a timeline of student assessments, reviews, and reports to monitor progress
- against individual targets and to adjust support in the light of progress and the adopted
- graduated approach.

- To provide appropriate access to resources considering the whole Academy needs
- To review this Policy annually and amend as required
- To stretch and challenge students to realise their true potential commensurate with their
- peers
- To identify and implement Special Access Arrangements during internal and external
- examinations and assessments

Identification of SEND

The Code of Practice (2015) refers to four broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

It should however be noted that individual students often have needs which cut across all these areas and their needs may change over time.

A definition of special educational needs

We recognise the definition of SEND as stated in the Code of Practice 2015:

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age". (p94)

A definition of disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia Difficulties- (social factors) Mild Dyspraxia Minor Speech impairment Mild learning difficulties Speech & Language and Communication	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Specific Learning Difficulty Dyslexia Epilepsy ADHD Autism (ASD) Other factors – medical/ mental health Social and Emotional Difficulties	Asthma Diabetes Cancer recovery Mental health issues Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature Cerebral Palsy Brain injury Cystic Fibrosis AUTS2 Chronic Fatigue Incontinence

Identification of special educational needs

We recognise the importance of the early identification of children who may be facing challenges or difficulties in accessing the curriculum and/or in their personal and social development. Before the SENDCo becomes involved we expect our teachers to use regular assessment, monitoring and observation and work with the Pastoral Team to identify students making less than expected progress given their age and individual circumstances. 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 child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We also use several indicators to identify students' special educational needs.

- Close analysis of data including termly assessments, reading ages and annual student assessments.
- Any teacher or support staff concerns.
- Following up parental concerns.
- Tracking individual student progress over time.
- Liaison with feeder schools on transfer.
- Information from previous schools. Information from other services.
- Close liaison at the outset between the SENDCo and parents.

We also recognise that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having a SEN. However, the school may use this as an indicator of a range of learning difficulties or disabilities.

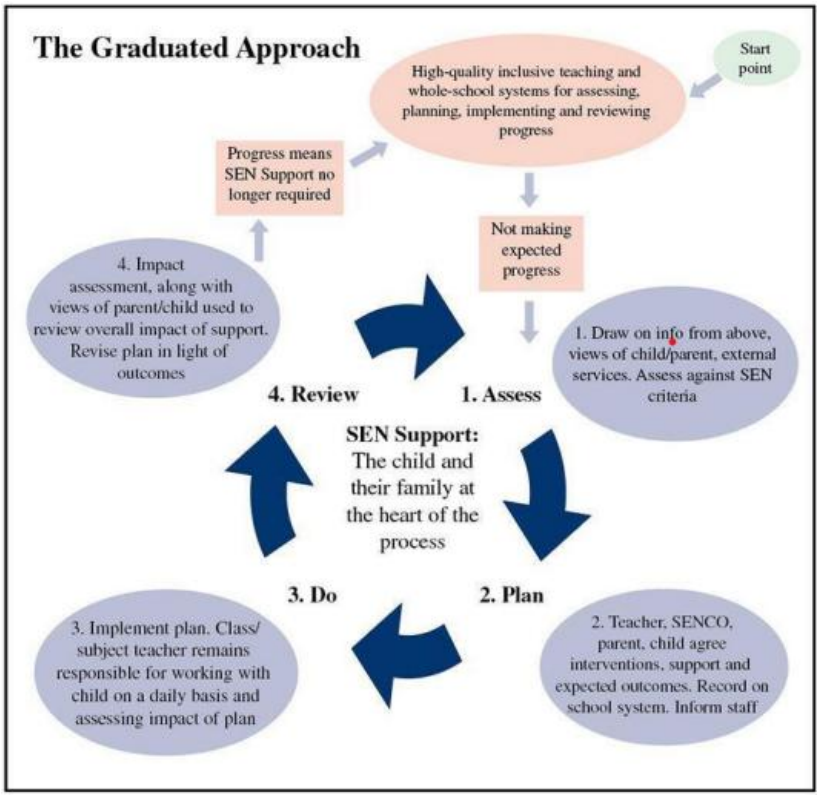
Equally, we do not assume that attainment in line with chronological age means that there is no learning difficulty or disability for that individual child. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration and the child becoming disaffected from education, or resulting in emotional or behavioural difficulties both within school and at home.

We will continually work with parents/carers to listen and hear their concerns that they may have in regards to their child's development and progress towards outcomes.

The SEND Code of Practice (January 2015) specifies 4 Broad Areas of Need here and this includes more specific needs;

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical needs
including Speech, Language and Communication Needs and Autism Spectrum Conditions	including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)	including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.	including hearing impairment, visual impairment, multi-sensory impairment, and any physical impairments.

Once a child has been identified as having SEN, the SENDCo will ensure joint working with staff and parents to informally begin gathering evidence and start what is known as the Graduated Approach. At this point a pupil will be placed on the SEND register at SEN Support. This process will lead to the identification of the child's primary and, if required, a secondary need. The school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.



Issues that may impact on progress and attainment but are not SEN issues include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and
- schools provided under current Disability Equality legislation – these alone do not constitute
- SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Provision to support needs

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff

The Graduated Approach

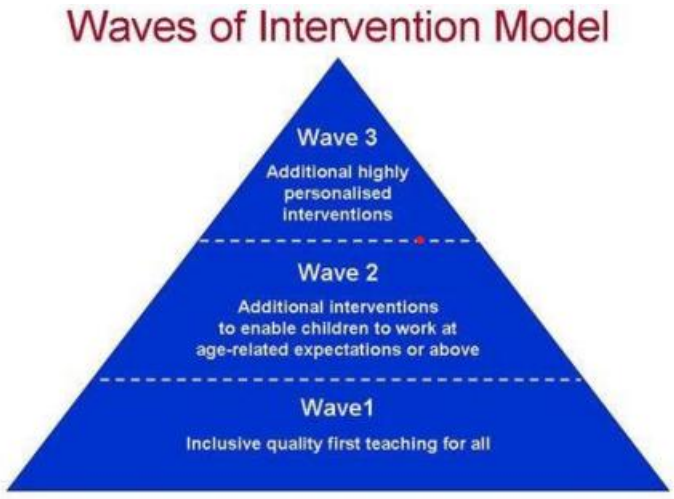
Assess: In assessing a child/young person the school will carry out an analysis of the student's needs which draws on teacher assessments, experiences of the student and their previous progress and attainment will also be considered. The student's own views are sought as are those of external support services if involved. The school liaises fully with outside agencies who are conducting the assessments. Any concerns by parents are actively listened to and recorded. Assessment is recorded termly.

Plan: We recognise that we must formally notify parents if their child is being provided with SEND support. The teacher and SENDCo consult with the parent and student regarding adjustments, interventions and support to be put in place as well as the expected impact on progress (outcomes), development or behaviour along with a clear date for review.

Do: SENDCo, and the Learning Support Assistants support the class or subject teacher in problem solving and advising on the effective implementation of support and in further assessments. The teacher remains responsible for working with the child. Where the interventions involve group or one to one teaching away from the classroom the subject teacher remains responsible for overseeing this and works closely with support staff involved to plan and assess the impact of support and how it can be linked to classroom teaching.

Review: Reviews are carried out termly. Some children have an EHCP (Education, Health and Care Plan). These must be reviewed by the Local Authority in partnership with the school at least annually. Reviews are arranged at school and are part of the SENDCo's role. When we review we evaluate the impact and quality of the support and consider the views of the parents and students. This feeds back into the analysis of the pupil's needs. The teacher working with the SENDCo will revise the support in the light of the student's progress and development and any changes to support and outcomes will be made in consultation with the parent and student. We strive to provide clear information to parents about the impact of support and interventions delivered enabling them to be involved in planning the next steps. In transition to another setting, information will be passed on and this may involve the SENDCo attending meetings off site to support the transition process.

Waves of Intervention



Wave 1 – Quality First teaching by all teaching staff.
It is initially the role of the class/subject teacher with specialist knowledge of the student and their subject to make adjustments and interventions through the provision of high-quality teaching. Teachers are responsible and accountable for the progress and development of the students in their class including where the student accesses support from teaching assistants, specialist staff, SENDCO or external agencies.

The Academy regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This includes where necessary improving teachers' understanding of strategies to identify and appropriately support and challenge vulnerable students and those with identified specific needs. Additional intervention and support are not expected to compensate for a lack of high-quality teaching.
Where required an individual learning plan (ILP) will be implemented for relevant students.

Wave 2 - additional support from specialist SEND staff:
This is initiated where students have failed to make adequate progress as identified by the SENDCO through

the assessment arrangements as previously noted and through reports and recommendations from the subject teaching staff.

Criteria for Wave 2 include:

- Low numeracy/literacy scores
- Below or significantly below in Key Stage tests
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as literacy and numeracy.
- A range of bespoke small group support sessions for wider pastoral issues such as Social skills / Lego Therapy / Handwriting
- Targeted focused support at EYFS, KS1, KS2
- Appropriate teaching groups/sets.
- Additional staff training.

The SENDCo and relevant teachers consider all the information gathered about a student's progress alongside national data and expectations of progress; the student and their parents/carers are also involved in this process to ensure that there is clarity about any decisions regarding further levels of provision.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy seeks advice and involvement from external support services (such as SENISS or Educational Psychologist) They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.
- Dyslexia specialist sessions

The Individual Learning Plan is revised, and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Wave 4

Statutory Assessment/Education, Health & Care Plan

If a student fails to make adequate progress and/or has demonstrated a significant cause for concern, the academy and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENDCO is responsible for providing support and mentoring, allocates students with EHCP's or Top-Up funding a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved in this process.

A statutory formal review of the EHCP will take place annually with all relevant parties invited.

Individual Learning Plan

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Individual Learning Plan and Tracking Sheets reflecting provision that is additional to,

or different from, normal differentiated provision. All students with SEND have an Individual Learning Plan and their progress is closely monitored. This will be available for all staff to access.

Special Access Arrangements
Students who may be dyslexic, have cognitive processing difficulties, or a physical or sensory impairment may be eligible for Special Access Arrangements. Teachers will provide evidence of the student's difficulties and the SENDCo will arrange for a specialist to assess the student for 25% Extra Time, a Reader, or a Scribe. The SENDCo and Exam Officer will apply to JCQ for approval based on the test evidence gathered. The SENDCo is responsible for organising and implementing the Special Access Arrangements in liaison with the subject teachers.

Academy support for students with special educational needs
Sharing of students' needs to all members of school staff.

Providing an appropriate curriculum, taking into account.
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

Delivering an appropriate curriculum, taking into account.
- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.
- Robust data analysis to measure progress against set targets

Providing learning support through.
- Curriculum development
- Support teaching
- Bespoke training
- INSET for all staff
- Individual Learning Plans
- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- Teaching Assistants and teachers collaborate effectively.

Monitoring individual progress and making revisions where necessary.
- Using data regularly and feeding back to students, teachers and parents/carers
- Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

The SEND Department
The SEND Team can help subject areas in the following ways (although this is not an exhaustive list).

Curriculum development:
- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

Training

- The SENDCo provides induction for ECTs and other new staff at the school on Code of Practice procedures at the Academy.
- Individual departments can ask for training from the SENDCO as required, for specific purposes or generic training.
- Whole school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- The SENDCO arranges a high-quality programme of CPD for the teaching assistants every week to keep up date with the changing diverse needs of the school community.

Allocation of Resources

The academy is funded to meet the needs of all its students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

The notional SEND budget is for school leaders to use in ways considered most appropriate in improving outcomes for students. It can for example be aligned with other funding (e.g. pupil premium) to optimise impact. The SENDCo, along with other key staff in the school, has a key role in determining how this budget is used, for example to provide interventions and targeted support. The Local Academy Council oversees expenditure and therefore ensures resources are directed to support appropriate SEND provision as outlined in this policy. The school allocates SEND funding in the following ways:

- Learning Support Assistants, HLTA
- Adapted Curriculum and Small Learning Community
- Training for all Teachers and Learning Support Assistants so that they can meet students' needs more effectively.
- Specialist books, resources and equipment.
- In class and withdrawal support from the SENDCO, or support staff.
- Purchasing and maintenance of ICT software and electronic equipment
- Sensory spaces / SEND Base
- Emotion coach /School Counsellor

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and academy job descriptions.

SENDCo:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Ensuring parents are integrally involved throughout and that their insights inform action taken.
- The SENDCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually
- Co-coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising Colleagues and Parents on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure Parents and pupils are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our schools including Teaching Assistants.
- Review the work of other adults regularly – Quality Assurance
- In reviewing pupil progress and tracking achievement, SENDCos should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.
- As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENDCO will coordinate and monitor the quality of the support and progress children make

Headteacher:
The Headteacher has the overall responsibility to ensure that this policy is applied throughout the Academy.

- Setting objectives and priorities in the academy development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the academy's overall financial resources.
- Informing the Governing body relating to all relevant aspects of SEND provision and progress

Local Academy Council:
SEND Governor: Dot Williams

The Local Academy Council, with representation from the SEND Governor, is responsible for SEND provision within the Academy and will report annually on the success of this policy as described above.

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the academy development plan, which includes provision for SEND.
- Monitoring the policy through the academy's self-review procedures.
- All governors are informed regarding the academy's provision, including funding, equipment and staffing.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEND.
- Monitoring of progress of students with SEND

Teachers:

- "All teachers are teachers of special needs"
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Learning Plans are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENDCo.

Teaching Assistants:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist in the production of appropriate learning resources
- Monitor progress against targets using Individual Learning Plans and Arbor.
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review process either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other:

- Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental/Academy meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

Admission Arrangements

Admission arrangements are outlined in the school prospectus and on the school's website.

Inclusion

At St Cleopas CofE Primary Academy, all students irrespective of ability, race, gender or need, are respected and valued
as individuals. This is reflected in the academy's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers education. Students with SEND are integrated and included fully into the life of the academy as a whole, including its social and cultural activities.

The academy believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment.
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- the family and community should work together.

Monitoring and Evaluation of this policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- SLT Learning Walks
- SLT formal reviews
- Reports from external agencies
- The SENDCO reviewing procedures in consultation with subject leaders and outside agencies.
- Feedback from departments, outside agencies.
- Number of complaints received.
- Attitudinal studies undertaken by students
- Expert external assessor visits
- Students' progress against baseline assessments

Partnership to Support and Develop SEND in school

- The SENDCO liaises closely with individual stakeholders. Information and concerns are always discussed with the appropriate member of staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

St Cleopas CofE Primary Academy actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls, emails or home-school books.
- New parents can attend the Open Evening in the autumn term prior to transfer

Students

We acknowledge the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Students' views where appropriate are recorded as part of the Review process and their views are valued and listened to.

External Support

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by the Academy include (this is not an exhaustive list and can also be found on the Academy website under Local offer):

- All Saints Multi Academy Trust
- LA planning meetings-The SENDCO holds Local Authority Planning meetings with the Academy's Educational Psychologist, and the LA SEND Case Manager to make decisions on referrals and best practice in supporting the needs of students
- The Educational Psychologist
- The Child and Mental Health Services (CAMHS)
- (Connexions) Service for Young People

- School Health 0-19 team
- Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- The Parent Partnership
- Behaviour Improvement Plan
- ASD and ADHD Teams
- The Virtual schools team
- Social care
- SENISS (Special educational needs inclusion support service)

Between Schools
The SENDCo liaises with other SENDCos:
- At the All Saints Multi Academy Trust SENDCo meetings
- From local schools to discuss local and national SEND issues.
- At LA run 'SENDCo-Briefing' meetings.
- At archdiocesan SENDCo meetings
- On the transfer of a student with SEND

Transfer Arrangements
All documentation about special needs included in a student's record is transferred between schools. The SENDCo deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

Pupils with EHC plans have their key transitional review in the Autum term ready for the SEN Team to send to new placements if needed, in a timely manner.

Complaints procedure
Initially, all complaints from parents or carers about their child's provision are made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed. The Academy Complaints Policy is available in the Policy and Procedures section of the Academy's website.

The Local offer

More information is available on the Liverpool website for parents regarding external support for students with SEND in the Liverpool Local Offer:

SEND local offer - Liverpool City Council

Related policies
Policies relating to the SEND Policy can be found on the Academy website:
- SEND Information Report
- Disability Policy
- Behaviour Policy
- Equality scheme and Accessibility Policy

Policy Review
This policy will be reviewed every year in line with the Academy's rolling programme of policy renewal

and to meet any amendments to the statutory regulations pertaining to Special Educational Needs and Disability

Date of next review: September 2027