

SEND Policy

Reviewed: October 2018
By: Z Kirk/G Mills
Adopted by Governors: 17th October 2018
Reviewed by Governors: October 2019

Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Behaviour policy
- Intimate care policy
- Teachers standards 2012

This policy was created by the school's SENCo in liaison with the SLT, SEN Governor, staff and parents of students with SEND.

This policy was formally adopted by Hull Trinity House Academy in October 2018

The review date for this Policy is October 2019

Personnel

Principal:
Mr G Moffat

Senior Leadership Link
Mrs G Mills

Governor with responsibility for Special Educational Needs
Captain P Watts

Special Educational Needs Coordinator
Mrs Z Kirk

SENCo Support
Mrs J Atkinson

1. Introduction

Trinity House Academy values all students equally and gives them equal rights and opportunities. We believe that every teacher is a teacher of every student, including those with SEND.

2. AIMS

It is the aim of Hull Trinity House Academy to:

- Identify as early as possible, individuals who need extra help and attention.
- Ensure that every student has an equal opportunity, and that SEND students take as full a part as possible in all academy activities.
- Provide a broad, balanced and differentiated curriculum within which the Special Needs of individual children are met.
- Providing for children's individual needs by supporting them in various ways: whole class, small groups, and individually.
- Monitoring closely those with SEND, by review and assessment, to enable us to recognise, celebrate and record achievements.
- Ensure liaison with parents, outside agencies and governors through regular consultations.
- Use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children.
- Assisting all staff in the delivery of educational entitlement, and ensuring all staff are aware of a child's individual needs.
- Ensuring access to a range of resources to support staff in their teaching of children with SEND.
- Adopt inclusive practices within academy and within classrooms to integrate students with Special Educational Needs with their peers in order to achieve the best balance of academic and social progress.
- Ensure that all children realise their full potential educationally, socially and emotionally and are involved in the creation of Student Passports and, where practicable, in decisions affecting their future SEND provision.

3. Objectives

In order to achieve these aims it is necessary to:

- Identify and provide for students who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice 2015.
- Adopt a whole school approach which emphasises co-operation between staff and the concept of shared responsibility.
- Where necessary, create student passport documents for students with SEN to ensure staff are aware of their individual needs.
- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND Policy.
- Provide support and advice for all staff working with students who have SEND.
- Ensure that parents understand the SEND procedures adopted in academy and their role as partners in the process and are kept fully informed of their child's progress.

- Maintain effective systems for collecting, recording and processing information clearly.
- Work as part of a multi-agency team in conjunction with other professional and outside agencies where appropriate.
- Maintain and develop opportunities for liaison with feeder schools.
- Ensure that all students with SEND are integrated as fully as possible into the life of the academy.
- Encourage students to be involved in the decision making process with regards to review and transition processes.
- Monitor and evaluate off site provision as part of a personalised learning programme for individual students.

Types of SEND

SEND is divided into 4 broad categories:

Communication and interaction – this may include students with Speech and Language impairments or disorders, and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes students who demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties such as dyslexia or dyscalculia.

Social, Emotional and Mental Health – this includes students who may be withdrawn or isolated, disruptive, hyperactive, or those with specific mental health conditions.

Sensory and/or Physical needs – this includes children with sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a student has SEND and should not automatically lead to a pupil being registered as having SEND.

Slow progress and low attainment do not necessarily mean that a student has SEND and should not automatically lead to a pupil being recorded as having SEND.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEND.

Identifying and assessing SEND for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional Language are not SEND.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 - that is '...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'. This definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more', and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy or cancer. Students with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those with SEN. Where a disabled student requires special educational provision they will also be covered by the SEN definition.

As an academy we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled students
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what adjustments might need to be made to prevent that disadvantage. The Academy's Equality Policy and the Accessibility plan can be found on the Academy website.

Identifying Special Educational Needs

The Code of Practice outlines a graduated response to student's needs, recognising that there is a continuum of need matched by a continuum of support. Students are identified as having Special educational needs if they 'have a learning difficulty or disability which calls for special educational provision to be made for him or her' (SEND Code of Practice 2014), that is they do not make adequate progress once they have had all the intervention and differentiated adjustments, and good quality personalised teaching. The SEND Code of Practice goes on to define Special Educational Provision as 'educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'. A register is kept of students with SEND.

Where concern is expressed that a pupil may have a special educational need, early action is taken to assess and address their difficulties.

All teachers are teachers of students with special educational needs; it is a whole-academy responsibility requiring a whole-academy response. Every class and every subject carries out a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of students. The majority of students will respond to these arrangements.

However, for students with special educational needs, there may be a need to provide an enhanced or alternative level of provision that is suited to individual and specific needs.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education Health and Care Plans (formerly statements) an annual review meeting is held in addition to this. Student Passports and provision maps are used to record additional provision for pupils on the SEND register.

The Graduated Approach to SEND Support

If students are added to the SEND record it will be through a graduated approach and based on individual needs as defined by the identification and assessment procedures outlined above. The nature of support and intervention will vary greatly depending on individual needs. Initially students will be entered onto the monitoring list whilst assessment of need is carried out, unless the need is of a more severe nature in which case students may be placed immediately onto the SEND list of need.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to

students who have or may have SEND; Additional intervention and support cannot compensate for lack of good quality teaching. The Academy regularly reviews the quality of teaching for all students, including those at risk of underachievement, through lesson observations, book scrutinies, and other methods. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each student on entry, building on information from previous settings and key stages where appropriate.

Subject teachers make regular assessments of all students. These monitor progress and achievement, and identify those 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 exceed the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress is high quality teaching, targeted at the student's areas of weakness. This can include progress in areas other than academic attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a student is identified as having SEND, the academy takes action to remove barriers to learning and put effective special educational provision in place. This SEND 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 a student's needs, and of what supports the student in making good progress and securing good outcomes. This approach draws on more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

The process is as follows:

Assess – in identifying a student as potentially needing SEND Support, the SENCo, working closely with subject teachers, should carry out a clear analysis of the student's needs. This draws on the teacher's assessment and experience of the student, their previous progress and attainment, the views and experience of parents, the student's own views, and where relevant advice from external agencies or professionals. The Academy takes seriously any concerns raised by a parent. These are recorded and compared to the academy's own assessment and information on how the student is developing. In some cases outside professionals from health or social services may already be involved with the child. These professionals liaise with the Academy to help inform assessments.

Plan – where it is decided to provide a student with SEND Support, the parents will be formally notified. The SENCo agrees, in consultation with the parents and the pupil, the adjustments, 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. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence for effectiveness, and be provided by staff with sufficient knowledge and skills. Where

appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil will be made aware of their needs, the support provided and any teaching strategies or approaches that are required via a student passport. These are also recorded on the Academy's information system.

Do – the subject teachers remain responsible for working with the student on a daily basis. Where interventions involve group or one to one teaching away from the main class or subject teacher, they still retain responsibility for the student's progress in their subject. They liaise with teaching assistants and specialist staff involved to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching. The SENCo supports the subject teacher in the further assessment of the students particular strengths and weaknesses, in problem solving, and advising on the effective implementation of support.

Review – the effectiveness of the support and interventions, and their impact on the student's progress, are reviewed in-line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the student and their parents. This is fed back into the analysis of the student's needs. The SENCo, working with the subject teachers, will revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Where a student has an Education Health and Care Plan, the Local Authority, in cooperation with the Academy, must review that plan as a minimum every twelve months.

Levels of need and support are defined as follows:

Stage one: A concern regarding a student's progress may be raised by subject teachers completing a 'cause for concern' form, a parent, or another source. The student will then be placed on a monitoring list. It is possible that their needs can be met through quality first differentiated teaching. These students are not yet identified as having SEND, and as such are not entered onto the SEN List of need. Neither do they have a student passport other than in exceptional circumstances. These Students do not require any special educational provision to be made for them, other than good quality differentiated teaching. Measures to support students at Stage one may include:

- In Class support: Students may gain access to Teaching Assistant support in lessons where they have an identified need. This may be for a finite period of time to help overcome short term difficulties, or on a long term basis if the student continues to make insufficient progress.
- Monitoring of progress: The academy monitors all students progress half termly to ensure that students not making adequate progress are identified and appropriate support is put in place.
- Staff Training and Development: The SENCo will support and oversee staff training and development in the area of SEN so ultimately students with SEN can be better supported. Teaching and support staff must also have a willingness to seek further advice and/or training if needed.

Stage two: Students who have not made adequate progress at stage one or who enter the academy having been already identified as having SEND, are entered onto the SEN List of Need at 'SEN Support'. Parents will be consulted regarding this measure. These are students who require special educational provision to be made for them, that is that which is additional to or different from normal differentiated teaching. Measures in place to support students at Stage 2 may include:

- Accelerated Learning Group (ALG): Some students will follow an alternative curriculum where they receive additional Literacy and/or Numeracy support in the ALG. Some students are identified for additional support through their National Curriculum Levels in English and maths.
- Outside agencies and professionals may also be used to carry out assessments or interventions according to need. This may include (but is not limited to) the Autism Outreach Service, Physiotherapists, Speech and Language therapists and Educational Psychologists.
- Student Passport: will be written by SENCo or SENCo Support in conjunction with the student. The passport will be readily available to all staff via the Academy computer system. The passport contains relevant information regarding identified need and removing barriers to learning. It also contains up to date assessment and behaviour management data, and lists additional support and provisions being made. Passports will be reviewed twice per academic year, in conjunction with the student and parents.
- Following the review it will be decided whether the student will return to stage one, remain at stage two or move on to stage 3.
- Students who make adequate progress in relation to their starting point may return to Stage one and into mainstream lessons with TA support. Their progress will be monitored.
- The SENCo will liaise with SLT regarding students who do not make adequate progress. Despite quality first teaching at stage one and targeted intervention at stage two, some students may need further, more specialised support at Stage three.
- The SENCo will be responsible for deciding whether students should be referred for a Statutory Assessment for an Education Health and Care Plan (EHCP). The SENCo will base the decision on the following information:
 - Advice and support from outside specialist agencies and professionals
 - Data from diagnostic assessments
 - Progress (academic, social, emotional and mental health, and communication and interaction)
 - Physical disability
 - Any other relevant information as appropriate
- Throughout the whole process the views of the student and their parents or carers will be taken into account. Parents are always consulted before a student is referred for statutory assessment and a letter is sent to confirm the decision. The LA will take the evidence presented by the Academy and make a decision as to whether or not a statutory assessment should be undertaken. Should the LA decide that this is not appropriate, the

decision can be appealed if this is felt necessary. Otherwise the student will continue to have their needs met by arrangements at stage two.

- After a student has been granted statutory assessment, an EHCP will be either granted or refused. Should the EHCP be refused, the same course of action will be taken as following the refusal of a statutory assessment. Should the EHCP be granted, the guidelines and support detailed within it will be provided for the student. Parents are informed that there is a **named person** who will give them independent advice and information from the LA.

Stage three: Those students who have SEND, and who have an EHCP. These students also have student passports.

- Students in group three will have provision as detailed in their EHCP. This may include a minimum amount of TA support per week, support from outside services, or the use of specialist aids and equipment.
- Students at stage three may receive support as outlined at stage two in addition to that required through the EHCP.
- Students with EHCPs have an Annual review, attended by all agencies involved, in addition to Student Passport reviews. The views of the parent and the student are vital to this process.

Managing Students needs on the SEND List of Need

All students on the SEND List of need will have a Student Passport, which details important information about the child, including their strengths and areas for development, what support they receive and strategies for teachers to support them. The SENCo, Subject teachers, parents, pupils and other professionals will all be able to contribute to the Student Passport, and have access to the completed document.

Student Passports are designed to be working documents which are updated to reflect the needs of the student. Formal reviews will be completed twice a year, where parents and students will be consulted in reviewing progress and setting new outcomes. The SENCo is responsible for maintaining and updating student passports. These are then shared with all professionals involved in provision for the student, parents and the student themselves.

Education Health and Care Needs Assessments

Where, despite the Academy having taken relevant and purposeful action to identify, assess and meet the SEND of the student, the student has not made expected progress, the Academy or parents should consider requesting an Education Health and Care Needs Assessment.

Criteria for Exiting the SEND List of Need

Students are monitored and progress is reviewed at least twice a year. If it is felt that the student has made enough progress to no longer require additional or alternative provision to be made for them, and to be achieving a level of achievement which is broadly within the expected range for a child of that age, then the decision may be taken to remove them from the SEND List of need. This is done after consultation with the SENCo, subject teachers, parents and the student, and only if all parties are in agreement.

Supporting Students and Families

In accordance with the Code of Practice 2014 Hull City council has produced a Local offer, which details provision for SEND in this authority. Details can be found here

<http://hull.mylocaloffer.org/s4s/WhereLive/Council?pageld=3018&lockLA=True>

As part of this local offer, Schools and Academies are required to provide a SEND Information report. Hull Trinity House Academy's Information Report can be found here

http://www.hthacademy.org.uk/SEN_Information

The Academy employs a full time Student Support advisor. Part of this role entails working with students and their families to support in many areas including attendance, welfare, and family relationships.

Hull Trinity House Academy works in conjunction with many other agencies depending upon the needs of the student. These change continually, but may include social care, health services, and charitable organisations such as Women's Aid. For parents of those SEND students who have English as an additional language or have difficulties understanding spoken/written English, attempts will be made to communicate by other methods. In exceptional circumstances an interpreter may be required.

Supporting students in the Academy with Medical Conditions

The Academy recognises that students at school with medical conditions should be properly supported so that they have full access to education, including off site provision, educational visits and Physical Education. Some students with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010. Some students with medical conditions may also have SEND and may have a Statement or an EHCP, which brings together health and social care needs as well as their Special Educational Provision, and the SEND Code of Practice 2014 is followed.

The Academy has arrangements in place to support the management of Students at school with Medical conditions. In line with DfE Guidance Hull Trinity House Academy has a medical conditions policy which can be found here: <http://www.hthacademy.org.uk/Policies>

Monitoring and evaluation of SEND

The success of the Academy's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Principal, Vice Principal and SENCo
- Analysis of student tracking data
- Monitoring of procedures and practice by the SEND EAB Member
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings between parents and staff, both formal and informal.

Special educational provision is continually being monitored and reviewed in terms of effectiveness.

A report to governors is submitted termly in order to inform the EAB of issues and performance relating to SEND Students. This includes information on individual year groups, students and developments in staffing, legislation and the type of provision which is currently in place.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Training and Resources

The SENCo will attend relevant courses and will report back to staff and governors as necessary. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. The aim is for staff to have a working knowledge of SEND procedures in order that they are able to identify children who are experiencing difficulties and be able to implement relevant support. All support staff receive relevant training to ensure effective support. The SENCo regularly attends SEND Forums and update meetings run by the LA in order to keep up to date with local and National updates regarding SEND. The school has a subscription to NASEN for the same reasons. There is a room on floor 3 available for small group work and intervention programmes to support the progress of students with SEND. It is used frequently by the ALG, and is equipped with computers to support the use of the LEXIA Reading Programme.

In addition to this room there is a SEND Base on floor 1. This consists of the SEND Office, a small classroom for group work, and a number of additional small rooms which are used for one to one work and assessments, along with Exam Access Arrangements. There are specific resources in the SEND room suitable for students with specific needs, including coloured exercise books, dark lined exercise books, pen grips, netbooks and iPads. Students who need these provisions are encouraged to collect them independently and to manage their own equipment.

BUDGET

Statement/EHCP funding is allocated to provide maximum support for individual children. Other spending will be met from the Academy Budget to support Special Needs in academy.

Outline of Spending :

- SEN release
- Full time TA to run the ALG
- TAs to support in classrooms and support any specific learning programmes
- INSET training and support staff
- Purchase of Resources

Roles and responsibilities

Provision for pupils with SEND is a matter for the Academy as a whole. The EAB, in consultation with the Principal, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the Academy.

The Principal is responsible for:

- The management of all aspects of the Academy's work, including provision for students with Special Educational Needs
- Keeping the EAB informed about SEND issues
- Working closely with the SENCo
- The deployment of all special educational needs personnel within the academy
- Monitoring and reporting to the EAB about the implementation of the Academy's SEND policy and the effects of inclusion policies on the Academy as a whole.

The Special Educational Needs Coordinator is responsible for:

- Overseeing the day to day operation of the Academy's SEND policy
- Co-ordinating provision for students with SEND
- Ensuring that a consistent approach is adopted
- Liaise with and advise colleagues regarding support and intervention and classroom adjustments for students with specific learning difficulties
- Working with subject teachers and other academy staff to identify students with Special educational needs and disabilities
- Carrying out assessments and observations of students with specific learning problems
- Advising on appropriate resources and materials for use with students with special educational needs, and the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND so that they are aware of the strategies that are being used and are involved as partners in the process. Liaise with outside agencies, arranging meetings and providing a link between these agencies, subject teachers and parents.
- Maintaining the Academy SEND list of need, Student passports and other SEN records
- Monitor student progress via data analysis, assess and evaluate intervention
- Liaise with staff routinely (informally) as the need arises.
- Liaise with primary colleagues prior to transfer and SENCos of other settings when students move into/out of the academy at other points.

Subject teachers are responsible for:

- Providing high quality teaching for all students
- Including pupils with SEND in the classroom through providing an appropriately differentiated curriculum
- Assessing student's needs and planning appropriate adjustments and interventions to allow the student to progress in that subject
- Regularly reviewing the impact of these adjustments
- Retaining responsibility for the student's progress in their subject area
- Making themselves aware of the Academy SEND policy and procedures for identification, monitoring and supporting students with SEND

Teaching assistants should:

- Be fully aware of the academy SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Liaise with subject teachers and the SENCo regarding student's progress

Other Roles and Responsibilities

- Role of the SEND Governor
- The Designated Members of staff with specific Safeguarding responsibility are Mrs P. Waterman, Head of Student Services, and Mrs Z Kirk, SENCo.
- The member of staff responsible for managing PP/LAC funding is Mr M Newton.
- The member of Staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Mr Nathan Goodman, Vice Principal.

The SENCo with the help of relevant support and teaching staff is constantly monitoring what is happening within the academy, ensuring that inclusion on the SEND list of need remains appropriate and at the correct level of intervention.

As the student moves through the academy, care is taken to ensure that any external educational providers are also made aware of any special medical or additional needs. Consideration is also routinely given to students in need of special access arrangements for exams whether external or internal.

The Careers Advisor is invited to attend all Annual Reviews in Year 9 in order to contribute to the first transition plan, and then to the subsequent reviews of the Transition Plan. All Annual Reviews for Year 9 should take place at the beginning of the Spring Term to support the KS3-KS4 Transition process.

Storing and Managing Information

Students having special needs will each have a folder holding relevant information, letters to parents, reports and dates of moves within the stages and a record of any parental involvement and comments. All records will be found in a locked cabinet, according to year group in the SEND Office.

Information relating to measures to support the student will be shared with staff to enable them to meet the needs of the student. Sensitive information will be kept for a period of five years before being destroyed.

Reviewing the Policy

The Governors, Deputy Headteacher, SENCo and all other members of staff have a legal responsibility in providing an appropriate education for children with Special Educational Needs. The governing body and in particular the SEND Governor must be aware of staffing and funding and be able to monitor the work of the academy. Termly meetings between the SENCo and SEND Governor enable the sharing of information.

The SENCo through informal and formal discussions with the Principal and Vice Principal will monitor the success of the SEND Policy through:

- Identification of SEND children, e.g. assessing test results, listening to the professional opinions of staff regarding teacher assessment.
- Maintaining a good communication network through establishing links with parents, governors and support services. Ensuring relevant documentation is disseminated to all concerned.
- Reporting annually to parents in the Governors Report.

The SEN Policy will be reviewed annually in order to keep up with changes to provision following recent changes in legislation. The policy will be reviewed by the SENCo taking into account views of Parents, pupils and evaluation of provision over the period since the last review, and then presented to the EAB for analysis, before it can be approved and adopted by the Academy.

Accessibility

Hull Trinity House Academy has, in accordance with the SEN and Disability Act 2001, an accessibility plan which can be found on the Academy website. The whole building has disabled access, and modifications are made to programmes of study to enable disabled students to participate fully in the school curriculum.

Complaints procedures

Anyone having concerns or requiring information about SEND provision within the academy should contact the SENCo or SENCo Support in the first instance. Any further complaint should then be directed to the Principal or Vice Principal who will have the relevant paperwork or information. In the event of a continued complaint the parent may need to be directed to a member of the EAB or the LA.

Bullying

Hull Trinity House Academy is an inclusive school, and as such does not tolerate bullying in any form. The Anti-bullying policy is available on the Academy website.

<http://www.hthacademy.org.uk/Policies>

vulnerable students are encouraged to spend unstructured times in the ALG or LRC with supervision to enable them to feel safe and access a calm and quiet environment.

Linked Documents

SEN Information report

Whole school provision map

Inclusion booklet

Example Student Passport

Policy reviewed by:

Mrs G Mills, Executive Vice Principal

Mrs Z Kirk SENCo