



Special Educational Needs Policy

Policy Revision History		
St John's and Easton Royal SEN Policies combined into an Excalibur Academies Trust policy.	December 2012	Martin Malone and Wendy Chadwick
Agreed by SENCo at Burbage and submitted to Academy Trust for adoption	February 2013	
Reviewed	October 2013	PKH and SLT
Redraft to bring in line with new Code of Practice 2014	January 2015	Sarah Cardy

The information in this policy is taken from **Special Educational Needs and Disability Code of Practice: 0 to 25 years. July 2014**

Policy created by Mrs A Brodie (previous Assistant Headteacher – AEN), Mrs K Lydon-Strutt (Governor) and the SEN Parent Focus Group, and refined by Mrs C Awbery (Assistant Headteacher: Director of AEN) in June 2010 and July 2011. Updated, in accordance with Wiltshire County advice and in line with Excalibur Academies Trust common framework, by Mr Martin Malone (SENCo) in December 2012 and agreed with Sarah Cardy and Wendy Chadwick (primary SENCos) February 2013. Redrafted again in line with Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014) by Sarah Cardy in January 2015.

POLICY STATEMENT

The ethos of Excalibur Academies Trust (EAT) is one which values the individuality of every student. To this end, the staff and Governors are committed to a Policy which seeks to meet the individual needs of each student, particularly by developing and reinforcing self-esteem and by encouraging a positive attitude to life. Each student is helped to achieve a feeling of success in some aspect of school life and every effort made to instil a sense of pride in self and work.

The Academy Trust recognises that SEN students range across the spectrum and Gifted and Talented students, as well as those requiring support to access the curriculum, also have special educational needs. (See appendix (i) and G & T Policy).

We recognise that many of the learning difficulties of students are temporary and can be overcome, so students with special educational needs are given the opportunity to benefit as fully as possible from a challenging education in a positive environment.

The Academy Trust Policy is consistent with the fundamental principle contained in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)**

ADMISSION ARRANGEMENTS

Normal admission arrangements apply. The admissions policy is based on the agreed Academy Trust Policy. We strive to be a fully inclusive academy trust. All students will be treated according to their needs in line with the Academy Trust's Policy for equality of opportunity.

No student will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a student has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the student's needs are fully met.

If a student is transferring into the academy trust with a statement, or has been receiving extra support from LA centrally funded resources in their previous setting, the continuation of this support will be negotiated with the appropriate member of the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by The Excalibur Academies Trust Directors.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

AIMS

We believe in providing every possible opportunity to develop the full potential of all students. Our aim is that all students with special educational needs participate in activities compatible with the efficient education of other students and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the curriculum offered by academies in the Trust. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education.

OBJECTIVES

The objectives of our policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Individual Educational Plans are specific, measurable, achievable, realistic and time related (SMART)
- To involve children and parents in the identification and review of the targets identified in their Individual Educational Plans (IEPs)
- To work in close partnership with and involve parents/carers of children who have special educational needs
- To raise the self-esteem of children having special educational needs by acknowledging the progress they have made
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, and how best to support and teach them
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs

ROLES AND RESPONSIBILITIES

Excalibur Academies Trust will:

- Do its best to ensure that the necessary provision is made for any student who has special educational needs
- Agree arrangements for assessing and identifying pupils as having SEN and set these out as part of our Local Offer, which will be published as part of the information it makes available on SEN
- Ensure that where the 'responsible person' or the Principal has been informed by the LA that a student has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the academy are aware of the importance of identifying and providing for those students who have special educational needs

- Consult the LA and the governing bodies of other educational settings when it seems to be necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole
- Ensure that a student with special educational needs joins in the activities of the academy together with students who do not have special educational needs, so far as is reasonably practical and compatible with the students receiving the special educational provision their learning needs call for, the efficient education of the students with whom they are educated and the efficient use of resources
- Have a written SEN policy containing the information as set out in the Special Educational Needs and Disability Regulations 2014 (reproduced in **Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)**)
- Report to parents on the implementations of the Academy Trust's Policy for students with special educational needs in the academy prospectus, including the name of the person responsible for coordinating SEN provision in the academy
- Have regard to the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)** when carrying out its duties toward all students with special educational needs
- Ensure that parents are notified of a decision by the academy that SEN provision is being made for their child

The local governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the academy's SEN Policy
- They are up to date and knowledgeable about the academy's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the Academy Improvement Plan
- The quality of SEN provision is continually monitored
- The SEN policy is reported on in each academy's prospectus and children's progress is reported in the School's Self Evaluation Form (SEF) where applicable

Each Local Governing Body will have a Governor with responsibility for Special Educational Needs.

In addition, The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

SENCo's Role

Each academy will have a teacher with responsibility for co-ordinating SEN provision – the SEN Co-ordinator, or SENCo. They are responsible for co-ordinating the provision of special educational needs throughout the academy. The role of SENCo focuses on the learning of groups of students and individuals who experience barriers to learning that are significantly greater than the majority of students of the same age. The SENCo in collaboration with the Senior Leadership Team and named link governor plays a key role in helping to determine the strategic development of the SEN policy and overall provision to raise the achievement of students with SEN.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN 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 SEN
- 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 a pupil and their parents are informed about options and a smooth transition is planned
- working with the principal and 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 SEN up to date
- managing the work of the Higher Level Teaching Assistants
- managing the work of the Specialist Teachers
- managing teaching assistants in their support of SEN students
- contributing to and, where necessary, leading Continuing Professional Development (CPD) of staff
- monitoring, evaluating and reporting on the provision for students with SEN to the governing body in conjunction with the designated responsible person
- overseeing the maintenance of all records on students with special educational needs

ARRANGEMENTS FOR CO-ORDINATING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The needs of the majority of students will be met in the classroom. Teachers are expected to make every effort to ensure that students with special educational needs are fully involved in the life of the class. For some students it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Individual Education Plans. This may be delivered by the teacher, teaching assistant, specialist teacher or SENCo and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the academy's coordinated arrangements which appear in a Provision Map. A Provision Map details the various programmes and arrangements that the academy operates to meet identified needs. The SENCo and Lead Governor will normally oversee this provision to ensure it meets the objectives of this policy.

RESOURCES

Most of the resources used by students having special educational needs are available within the classroom. Money will be spent on additional resources, staffing costs and time allocated to the SENCo to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCo.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

EAT follows the guidance contained in the **Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014)**. This recommends a graduated approach that requires the initial use of classroom and academy resources, before bringing specialist expertise to bear on the difficulties that a student is experiencing. Access to this is defined in the County Guidelines **Wiltshire Graduated Response to SEND Support**. The Code does not assume that there are hard and fast categories of special educational need, but recognises that students' needs and requirements may fall within or across the following broad areas. These are:-

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

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Where possible, then, we will try to meet every student's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the students in the academy trust. However, where through careful identification and assessment we and/or the parents determine that a student is not making adequate progress, the class teacher will consult the SENCo. They, in conjunction with the student and parents, will review the strategies and approaches that are currently being used and the ways these might be developed.

When a student is identified as requiring special educational need support, we will intervene as described below. Such interventions are a means of helping us work with the student and their family to match special educational provision to individual student needs. We will record the steps taken to meet the needs of individual students. If a student is on the SEN Register as requiring additional support, this information is usually recorded on their Provision Map or IEP and in their file.

If a student is known to have special educational needs when they arrive at the academy, the SENCo and relevant colleagues will:

- use information from the previous setting to provide an appropriate curriculum for the student and focus attention on action to support the student within the class
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do through the pastoral programme
- develop our practice in order to better involve the student in planning and agreeing targets through the mentoring/nurturing process
- develop our practice in order to better involve families in a joint learning approach at home and in academy

Early Identification

All our academies adopt a graduated approach to identification with four stages of action: assess, plan, do and review. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. Assessment is an ongoing process that can identify students who may have special educational needs. We will measure student's progress by referring to:

- evidence from teacher observation and assessment. This can be collected both informally or formally through various types of 'round robins' and reports
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised assessments such as CAT's, Reading and Spelling and other assessments such as the Effective Life Long Learning Assessment (ELLI)

English as an additional language

The identification and assessment of the special educational needs of students whose first language is not English requires particular care. Where there is uncertainty about an individual, we will look carefully at all aspects of a student's performance in different subjects, to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs.

Monitoring student progress

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCo directly or via relevant colleagues. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student may require help over and above that which is normally available within the particular class or subject. Consideration will then be given to helping the student access additional SEN support. The key test of the need for action is evidence that current rates of progress are inadequate as defined in 'The Entitlement of Students in Mainstream Schools'. It is the role of the SENCo to facilitate the carrying out of assessments to show if adequate progress is being made. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress this can be measured by calculating a student's 'ratio gain' when set against a time-limited intervention.
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills

- demonstrates improvements in the student's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

Requiring additional SEN support

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. When a student is identified as having special educational needs, the Academy will provide interventions that are additional to or different from those provided as part of the academy's usual differentiated curriculum.

The triggers for intervention could be a concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities.:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- shows signs of difficulty in developing English or Mathematical skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioral difficulties, which are not ameliorated by the behaviour management techniques usually employed within the academy
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the student. When we have all the available information we will consider with the parents and the student the next strategy for action, in line with the Code of Practice.

If the SENCo and other colleagues conclude, (after consulting the family and student, carrying out various assessments and checking any information already in school,) that a student may need further support to help them progress, the SENCo will modify the provision accordingly if appropriate, or put an IEP in place if appropriate. The student's teachers will remain responsible for working with the student in the classroom. In some cases, outside professionals may already be involved with the student. In such instances it is good practice for these professionals to liaise with us keeping us informed of their input.

Nature of intervention

The SENCo along with other colleagues, the student and their family, should decide on the action needed to help the student to progress in the light of the earlier assessments and within the resources available. This support might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to commissioned support services for one-off occasional advice on strategies or equipment, or for staff training which may make it possible to provide effective intervention, without the need for regular or ongoing input from external agencies

If, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a period of at least a term
- continues working at National Curriculum levels substantially below that expected of student of a similar age
- continues to have difficulty in developing English and Mathematics skills
- has emotional or behavioral difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having behavioural targets and provisions to meet those targets
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

then we seek the help of external support services; those services need to see aspects of the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The resulting IEP for the student will set out new strategies for supporting the student's progress with the strategies specified in the IEP, implemented, at least in part, in the classroom setting. If the SENCo and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's family will be sought.

Individual Education Plans

Strategies employed to enable the student to progress are recorded within an Individual Education Plan (IEP).

The IEP includes information about:

- the short-term targets set
- the teaching strategies to be used
- the student's strengths and weaknesses
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the student's needs if the student is having 'additional support' with a teacher/TA. The IEP will be reviewed at least twice a year when parents' and student's views on progress and targets will be sought at planned parent evenings. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment

REQUEST FOR AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

For a few students the help given by schools through additional SEN support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the SENCo, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a an education, health and care (EHC) needs assessment. Where a request for assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- our actions through *a non statutory My Plan*
- individual education plans for the student
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- National Curriculum levels of attainment (or point scores) in English and Mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals
- any involvement by the Social Services or Education Welfare Service

When the LA receives a request for an assessment, it must decide within six weeks whether to carry out such an assessment.

EHC Assessment and EHC Plan

Local authorities **must** consult the child and the child's parent or the young person throughout the process of assessment and production of an EHC plan. They should also involve the child as far as possible in this process. The needs of the individual child and young person should sit at the heart of the assessment and planning process. Planning should start with the individual and local authorities **must** have regard to the views, wishes and feelings

of the child, child's parent or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

An EHC Plan will include the following sections:

Section A:

The views, interests and aspirations of the child and his or her parents or the young person.

Section B:

The child or young person's special educational needs.

Section C:

The child or young person's health needs which are related to their SEN.

Section D:

The child or young person's social care needs which are related to their SEN or to a disability.

Section E:

The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

Section F:

The special educational provision required by the child or the young person.

Section G:

Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

Section H1:

Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2:

Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I:

The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

Section J:

Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

Section K:

The advice and information gathered during the EHC needs assessment must be attached (in appendices). There should be a list of this advice and information.

Annual review of an EHC Plan

All EHC Plans will be reviewed at least annually with the parents, the student, the LA and the academy to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the student has

achieved as well as on difficulties that need to be resolved. The annual review held at the end of a Key Stage will be particularly significant in preparing for the student's transition to the next stage of their education.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Through the monitoring and evaluating of our provision, the SENCo, will identify any particular professional development needs of the staff and/or performance management objectives and make a recommendation to the Principal. This will, where appropriate, be linked closely to the academy's improvement plan. Staff who attend further courses will feedback on courses attended through professional development meetings. The effectiveness of such training will be monitored and evaluated by the SENCo.

LINKS AND USE OF OUTSIDE AGENCIES

The Excalibur Academies Trust Capacity and Commissioning Group will secure support services in order to ensure that the academy makes appropriate provision for students with special educational needs. Where it is necessary to contact outside agencies, the SENCo will make the necessary arrangements and inform parents accordingly. This is currently through the completion of a Single Agency Referral Form (SARF) or a Common Assessment Framework (CAF) . These agencies normally include the Educational Psychologist (EPS), Specialist SEN Service (SSENS), Speech and Language Therapy, Behaviour Support Team, Education Welfare, Sensory Service. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised. The Excalibur Academies Trust Capacity and Commissioning Group will monitor and evaluate the effectiveness of these interventions and services with a view to commissioning those support providers deemed to provide best value.

PARTNERSHIP WITH PARENTS/CARERS/STUDENTS

Parents and Carers

Parents or carers are seen as important partners in the effective working relationship with each academy in raising their child's attainment.

Parents are fully involved in the identification, assessment and decision-making process in the schools. Their contribution to their child's education is valued highly by the staff. Parents are encouraged to involve their child in the decision making processes, including determining the level of participation, recording children's views and implementing and reviewing the Evaluated Provision Map or Individual Education Plan. The Academy will also update parents with relevant information.

Students

We show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners in their school. All students are involved in making decisions, where possible, as soon as they start at the academy. The ways in which we encourage them to participate reflects their emerging maturity. Confident young students, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

In this academy, we encourage students to participate in their learning. We encourage them to have a voice in deciding the priorities for our Academy Improvement Plan through the Student Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For students with SEN this includes discussing the strategies for success in their Individual Education Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

CRITERIA FOR EVALUATING THE SUCCESS OF THE POLICY

The policy will be evaluated against the objectives stated on page four by:

- An analysis of all teachers' planning. Principal/SENCo ensures that a differentiated approach is taken and that the learning objectives in EPMs and Individual Education Plans are identified and reflected in learning opportunities provided
- Parents are involved with individual targets set for students by discussing, receiving and having their views recorded on copies of Individual Education Plans for their child

- Students are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Education Plans
- Individual Education Plan targets monitored to ensure that students progress through specific, measurable, achievable, realistic, time-bound targets (SMART)
- Ensuring that outside agencies, where appropriate, have their comments recorded on the Individual Education Plans and are involved in their development
- The Academy Improvement Plan and SEF priorities include the provision for SEN
- A value for money review of our Special Educational Needs funding will be undertaken
- Any external evaluation or inspection will be used if required

Success criteria:

- Planning reflects IEP targets and any previously identified need. (e.g. records from pre-school or from other schools)
- All IEPs include written/recorded comments from parents and students, and where necessary outside agency involvement
(Teachers should record the child's voice/comment as well as parents if either are unwilling or unable to write a comment on the pro-forma)
- All students identified and needing IEPs reach their expected target as judged through objective testing and/or teacher's professional judgement (or there is a plausible reason why not) and/or no longer need additional support
- SEN priorities are included in the Academy Improvement Plan and monitoring shows progress against them
- The academy undertakes a value for money review of SEND funding throughout the year which shows there has been positive impact on student outcomes
- A positive report is received following any external evaluation or inspection

LINKED POLICIES AND DOCUMENTS

- EAT SEN Information Report (formerly Local Offer)
- Gifted and Talented Policy
- Behaviour Policy
- Inclusion Policy

COMPLAINTS PROCEDURE

If parents or carers have a complaint concerning provision for their child they will discuss this with the class teacher or Tutor. If this proves unsuccessful the matter should be referred to the SENCo. Should the matter still be unresolved the parents should contact the Principal or the SEN Link Governor if the SENCo is the Principal. If the complaint remains unresolved the responsible Director from the Excalibur Board should be involved and finally the complaint should be taken to the LA and/or Secretary of State.