

CAMBRIAN

Nurturing Growth - Inspiring Minds



Special Educational Needs & Disabilities (SEND) Policy

2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

This SEND policy outlines provision for pupils in all Trust schools. It sets out the Trust expectations for all pupils. These expectations ensure all Trust schools remain compliant with statutory requirements, as they strive to improve outcomes for all pupils.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. We value each individual and understand a sense of belonging is vital to supporting well-being and improving outcomes for all. We empower pupils to be given every chance to achieve to their best ability and potential. All pupils within the Trust should feel included, valued, safe and be supported through the building of positive, mutually respectful and consistent relationships.

All leaders and teachers are confident, skilled and inclusive educators of all pupils. Highly trained support staff supplement and support the high-quality teaching within our schools.

School communities promote a culture of inclusion with families, listening to and valuing pupil and family voice in decisions about provision both at an individual and whole-school level.

2. Aims and Objectives

The Trust recognises that all pupils have the right to access a broad, balanced, relevant and adapted curriculum. Trust schools aim to create a safe, secure, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident and independent learners.

Our Special Educational Needs and Disabilities (SEND) policy aims to:

- Ensure that all Trust schools fully implement national legislation and guidance regarding pupils with SEND
- Set out how our Trust schools will:
 - Support and make provision for pupils, including those with additional needs

- Provide pupils with additional needs access to all aspects of school life
- Support pupils with additional needs to fulfil their aspirations and achieve their best
- Support pupils with additional needs to become confident individuals living fulfilling lives
- Help pupils with additional needs make a successful transition into the next stage of their lives
- Explain the roles and responsibilities of everyone involved in providing for pupils with additional needs.
- Communicate with, and involve, pupils with additional needs, and their parents in discussions and decisions about support and provision.
- Ensure the SEND policy is understood and implemented consistently by all staff.

3. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [academy trusts](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty

not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

Cambrian Learning Trust schools strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. Schools are committed to offering all pupils the chance to thrive and fulfil their potential and aspirations.

Trust schools will achieve this by high-quality adaptive teaching, making reasonable adjustments to teaching, the curriculum and the school environment to ensure pupils with additional needs are included in all aspects of school life.

All pupils should be equally valued in school. Schools have a duty to prevent discrimination, to promote equality and to foster good relations. Equal opportunities will be given to all by schools recognising the diverse and differing needs and putting supportive strategies in place to overcome barriers.

5. Definitions

5.1. Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2. Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3. The 4 broad areas of need

The needs of pupils with SEND are grouped into 4 broad areas. However, it is important to recognise that children may have needs across more than one of these areas, as needs in one area may overlap with needs in another. The Education Endowment Foundation (EEF) refers to these as [overlapping needs](#). It is important to build an understanding of each pupil and their individual needs, rather than making assumptions about the special educational provision that they may require informed solely by a diagnosis.

Interventions will be selected that are appropriate for the pupil’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

AREA OF NEED	
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1. The Trustees

The Trustees hold ultimate legal accountabilities for all outcomes for pupils, including matters concerning SEND. The Board sets overall policy for SEND and Inclusion through this policy document and delegates, through a Scheme of Delegated Authority, operational and procedural SEND responsibilities to the following groups and individuals:

6.2. The Local Governing Committee (LGC)

The LGC of each school, together with the Headteacher, has a responsibility for overseeing all aspects of the school's work, including provision for pupils with additional and/or special educational needs. The LGC is also required to do its best to ensure that the necessary provision is made for any pupil who has special educational needs. It should determine the school's general approach to provision for pupils with special educational needs and/or additional needs and establish the appropriate staffing and funding arrangements.

An appointed representative from a school's LGC (the SEND link governor) should be actively involved with the Headteacher and SEND Coordinator (SENDCo) during self-review, when considering the provision for pupils with special/additional needs and implementation of procedures within the school. SEND & Inclusion should also be an integral part of the School Development Plan (SDP).

The Trustees and LGC's have responsibility for making sure the following duties are carried out, though it is understood these responsibilities are delegated to Trust Schools.

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do everything practicable to make sure every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in the SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- [Secondary schools only] Make sure that all pupils from Year 8 until Year 13 are provided with independent careers advice

6.3. The SEND link governor

The SEND link governor will:

- Help to raise awareness of SEND issues at governing committee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND & Inclusion Policies, alongside provision in the school

6.4. The Headteacher

The Headteacher will:

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

6.5. Trust Head of Inclusion and Trust SEND Lead

The Head of Inclusion and SEND Lead have Trust-wide responsibility for:

- Working with stakeholders to maintain the Trust SEND & Inclusion Policies to ensure they are in accordance with current legislation, guidance and good practice
- Maintaining a strategic overview of SEND & Inclusion within Trust schools. This may be through, but is not limited to; SEND & Inclusion reviews, SEND learning walks, and audits of provision and audits of action plans
- Reporting SEND information to Trustees, as and when required
- Supporting the effectiveness of SEND & Inclusion provision within the schools on a needs basis
- Supporting and challenging the work of the Headteachers, SENDCOs and Inclusion Teams within the schools with regard to pupils with SEND/additional needs
- Communicating with the Local Authority (LA) as required, to further support pupils with SEND across our Trust schools
- Leading of SENDCo forum meetings to inform and share best practice.

6.6. The SENDCo

The SENDCo at our Trust schools will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND & Inclusion Policies and provision in the school
- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Have day-to-day responsibility for the operation of the SEND & Inclusion Policies and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that pupils and parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them is sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Advise the LA when a pupil requires an EHC needs assessment, or when an EHC plan requires an early review
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND Information Report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with other schools in the Trust and with national data, and use these to reflect on and reinforce the quality of teaching
- Attend SENDCo forums across the Trust regularly, with the aim of sharing good practice and developments with other Trust SENDCOs.

6.7. Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality adaptive teaching that meets pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they read and follow the SEND & Inclusion Policies and the SEND Information Report
- Communicating with parents regularly to:
 - Set clear outcomes for pupils, and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

6.8. Parents

Parents should inform the school if they have any concerns about their child's progress or development.

Parents of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings (3 per year) to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress in school

The school will take into account the views of the parent in any decisions made about the pupil.

6.9. Pupils

Pupil voice is highly valued within the Trust. Where appropriate, pupils will be given the opportunity to provide information and express their views about their SEND/additional needs and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible and appropriate.

7. SEND Information Report

Each Trust school publishes a SEND Information Report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Pupil Support Approaches

8.1. Identifying pupils with SEND and assessing their needs

Oxfordshire County Council (OCC) provides clear guidance on the processes for identifying pupils with potential SEND and the criteria for entry to the SEND register:

[OCC Guidance and policies about SEND](#) - this should be read in conjunction with the DfE [Special educational needs and disability \(SEND\) code of practice](#)

This guidance and policies are also used to moderate whether the SEND provision is at an appropriate level, e.g. SEN Support or EHCP.

When seeking to obtain an EHCP, request for an Education, Health and Care Needs Assessment (EHCNA) needs to be made to Oxfordshire County Council. It will then be decided at panel if an assessment will be carried out and then if an EHCP is to be put in place.

The DfE's [Keeping Children safe in education](#) and [Working together to safeguard children - GOV.UK](#) should also be referred to when identifying and working with pupils with SEND.

The [Special educational needs and disability \(SEND\) code of practice](#) supports an identification of need through a diagnostic approach. It is important to know what is working and what is not working for pupils. Class teachers will work alongside SENDCo's during this identification process.

Schools will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. Schools will also consider any evidence that the pupil may have a disability and, if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with adapted, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary, in consultation with the pupil's parents or carers, they will consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of the impact on behaviour or performance will be considered, as will incidents of bullying or a period of bereavement. School staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil requires special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and consider the views and the wishes of the pupil and their parents/ carers . School staff will use this to determine the support that is needed and whether they can provide this by adapting their core high-quality-teaching offer, or whether something different or additional is needed.

If a pupil is joining a school, and:

- The previous setting has already identified the need for SEND provision
- Is known to external agencies
- An Education, Health and Care Plan (EHCP) is already in place

Then the school will work in a multi-agency way to ensure that relevant information is obtained before the pupil starts, and support can be put in place as early as possible.

8.2. Consulting and involving pupils and parents

Trust schools will put the pupil and their parents at the heart of all discussions and decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special educational provision, we will have an early discussion with the pupil and the parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Schools take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the pupil
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with the parents.

Parents will be formally notified if it is decided that a pupil will receive special educational provision. Tools such as Pastoral Support Plans (PSPs) and Pupil Profiles could be used to support the co-ordination of pupil support. Parents will be included during this, and throughout all stages of the process.

8.3. The Graduated Approach to SEND support

Once a pupil has been identified as having SEND, schools will take action to remove barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the Graduated Approach.

1. Assess

The pupil's class teacher and the SENDCo will carry out a clear analysis of the pupil's needs. The views of the pupil and the parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded using the school's electronic systems e.g, MS Teams and will be made accessible to staff in a pupil profile.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for progress.

Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

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

The impact and quality of support and interventions will be evaluated, based on:

- The views of the parents and the pupil
- The level of progress the pupil has made towards identified outcomes
- The views of teaching and support staff who work with the pupil

The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and the parents.

8.4. Levels of support

8.4.1. School-based SEND provision – SEN Support

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through reasonable adjustments and/or additional provision at SEN Support level, using a graduated response. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

8.4.2. Education, Health and Care (EHC) Plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC Plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.5. Evaluating the effectiveness of SEND provision

Trust schools evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the 'Review' stage of the Graduated Approach in every cycle
- Using pupil questionnaires/surveys to establish pupil voice
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHCPs.
- Getting feedback from the pupil and the parents

8.6. Working together across Education, Health and Care

Cambrian Learning Trust school staff are committed to joint working arrangements with education, health and care professionals to secure effective outcomes for all pupils in our schools.

Each school will liaise with the relevant Local Authority in developing and reviewing its local offer.

Each school will liaise with the Local Authority SEN Officer (SENO) in seeking further advice/guidance and support for pupils with SEND.

The Trust Head of Inclusion and Trust SEND Lead will work with Trust schools and network further afield, with local and national providers, aiming to secure any services which would improve outcomes for pupils with SEND. These services may include for example: speech and language therapy, occupational therapy, educational psychology, mental health services and other health and social care professionals.

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for pupils with SEND is the same as it is for any other pupil. However, Trust schools recognise pupils with SEND may need additional support.

Our approach to supporting pupils who are absent from school is set out in our Attendance Policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Schools have pastoral support on offer for pupils in need of this, including those with SEND. Support is also provided to help pupils overcome any communication barriers they face especially with regard to safeguarding conversations.

11. Expertise and staff training

As a Trust we acknowledge the need for additional training for school staff when working with pupils with SEND and/or additional needs. Each Trust school is committed to gaining further expertise in the area of SEND. The headteacher and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external agencies

Trust schools recognise that they may not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services for example :

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Inclusion and reintegration team

- Social services
- LCSS

13. Admissions and accessibility

Trust schools have an admissions policy which details information on admissions for pupils with an EHCP. This can be found on school websites.

Trust schools also have an Accessibility Plan in place which details the steps the school has taken to:

- Prevent disabled pupils from being treated less favourably than other pupils.
- Provide facilities to help disabled pupils access the school, including the provision of auxiliary aids and services

The Accessibility Plan also covers how schools will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Accessibility Plan can be found on school websites.

14. Complaints

Where parents have concerns about a Trust school's SEND provision, they should raise their concerns, in line with the school's complaints process i.e. informally with the class teacher. Steps may then be taken to raise further concerns with other staff such as the SENDCo, Assistant Head, Deputy Head or Headteacher.

A copy of the Complaints Policy can be found on individual school websites.

15. Monitoring arrangements

This policy will be reviewed annually by the Trust Head of Inclusion and Trust SEND Lead.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

This Policy will be approved by the Trustees annually.

16. Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- The SEND Local Offer
- Inclusion Policy
- Accessibility Plan
- Behaviour Principles
- Behaviour & Relational Policy
- EDI Policy
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding & Child Protection Policy
- Pupil Premium Policy
- Complaints Policy