



## *Learning Changes Lives*

This policy includes the processes identified to respond to students with Special Educational Needs and/or Disabilities (hereafter, SEND) at the Academy and, in combination with the Academy's SEND Information Report (available on the Academy website), meets the statutory reporting regulations of SEND as well as aligning with Section 19 of the Children and Families Act (2014). It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010
- SEND Code of Practice (2015)
- Section 69(2) of the Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Teachers Standards (2013)
- The Archbishop Lanfranc Academy (hereafter TALA) Child Protection Policy

This policy has been created by the Academy's SENCO in liaison with the SEND Governor, the Academy Leadership Group, teaching staff and parents of students with SEND.

Suzette Brooks is SENCO at TALA.

Email: [sbrooks@lanfranc.org.uk](mailto:sbrooks@lanfranc.org.uk)

Telephone: 020 8689 1255

### **SECTION 1. Special Educational Needs and/or Disability (SEND) Philosophy**

At The Archbishop Lanfranc Academy we believe that all students should receive educational opportunities that enable them to reach their academic potential and develop personal and social skills that will enable them to make an active and positive contribution to the community in adult life.

All students should be encouraged, valued and accepted whatever their individual abilities, needs and aspirations.

This responsibility lies at the heart of the work of all staff within the context of their roles and duties.

Students make the greatest progress and achievement if they are active partners in those activities provided to bring about their success. To support this the Academy is committed to engaging all students in a dialogue about their learning, what actions they need to improve, their achievements and any additional support or intervention they should require.

The Academy is best able to support each student when there is a strong partnership between the Academy and their parents/carers. To support this the Academy is committed to listening to, supporting and empowering parents and carers to make a full contribution to decision making relating to their child.

The Archbishop Lanfranc Academy will use its best endeavours to ensure that students with SEND are identified early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the most recent Department for Education Code of Practice for SEND (DfE/DoH, 2015).

## **SECTION 2. The Aims of SEND at TALA**

The SEND philosophy at TALA directly informs the aims of this SEND policy and our practices, which are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEND engage in the activities of the Academy alongside students who do not have SEND.
- To reduce barriers to progress through a conviction to quality first teaching and to narrowing the progress and attainment gap between students with SEND and students who do not have SEND.
- To use our best and reasonable endeavours to secure special educational needs provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Cognition and Learning
  - Communication and Interaction
  - Social, Emotional and Mental Health
  - Sensory and Physical
- To request, monitor and respond to parent/carer’s and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need via well-targeted continuing professional learning.
- To support students with medical conditions to achieve full inclusion in all Academy activities.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure that there is a multi-professional approach to meeting the needs of all SEND students.

## **SECTION 3. Identifying Special Educational Needs and/or Disability**

*What are Special Educational Needs or Disability?*

At TALA we use the definition for SEND that is presented in the most recent SEND Code of Practice (2015), for SEND this is:

*‘A child or young person has a special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.’*

For disability it 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.'*

The above definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, and epilepsy.

### *The identification of SEND*

The Academy recognises the importance of the early identification of SEND and aims to identify learning needs as early as possible.

The skills and levels of attainment of all students are assessed on entry, building on information from feeder schools/previous setting. The purpose of identification is to work out what action the Academy needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person. The Academy also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. Such factors can include:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress.
- Attendance
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium funding and/or 'Catch-up' funding
- Being a Looked After Child (LAC)

The identification of a student as having special educational needs comes from the close examination of quantitative and qualitative information and involves a range of stakeholders, including:

- Achievement Co-ordinators
- SENDCO (Ms S Brooks)
- Subject teachers across all faculties
- Feeder school teaching staff
- Parents/Carers
- Student
- External professionals e.g. Educational psychologists, Speech and Language Therapists, Occupational Therapists, Social Workers

The termly student review cycles enables the SENDCO, in close collaboration with stakeholders, to assess attainment and progress of all students. Once a student is identified via parental concern, teacher concern or through judgement of attainment and progress the following early assessment mechanisms are implemented:

- i) Student is observed by the Academy's SENDCO
- ii) Student undertakes appropriate screening test/ assessments based upon areas of concern.
- iii) SENDCO consults with relevant staff involved in the student's education

iv) Parents/Carers are consulted by the Academy to discuss concerns with SENDCO.

If, following this process, it is decided that the student's difficulties place them at a significant disadvantage in relation to their peers and that additional intervention is needed the child is placed on the Academy's SEND register, with parental permission.

In line with the most recent SEND Code of Practice (DfE/DoH, 2015) the Academy takes a holistic, pupil-centred approach to SEND support. This means that the Academy, Pupil and Parents/Carers are actively involved in the production of a 'Student Learning Passport', this document includes:

- The educational barriers that affect the student's progress and attainment
- The teaching strategies that key professionals have identified as successful in supporting the student
- **The pupil's voice:** what they view as their strengths, areas of difficulty and how they like to be supported by teaching staff
- **The parent's voice:** their view of their child's difficulties and their priorities for progress
- A provision map of the additional support that is in place for that student along with frequency, responsible staff member and review date
- Termly reviews of the student's progress, led by the SENDCO.

The 'Student Learning Passport' is the key document for informing all stakeholders of student SEND and appropriate teaching responses and/or adjustments.

#### **SECTION 4: SEND Support**

Subject teachers are responsible and accountable for the progress and development of all the students in their class. Quality first teaching is the first step in meeting the needs of any student who has or may have SEN. Students with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in the Academy and increase their access to the taught curriculum. This may include ICT, modified resources or targeted support from a teaching assistant. They may also be eligible for exam access arrangements according to JCQ and Exam Board Regulations.

The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- Termly classroom observation by the Senior Leadership Team and Team Leaders
- Inclusion learning walks led by the SENDCO and Team Leaders
- Ongoing assessment of progress made by students with SEND
- Termly book scrutiny to ensure that teacher planning and marking matches student need
- Student and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records
- External professionals, such as Educational Psychologists, Speech and Language Therapists etc. provide guidance to teaching staff on meeting the needs of students with SEND.

All students with SEND have Student Learning Passports and individual targets set in line with national outcomes to ensure ambition and high expectations for all students. These are communicated to parents via the reporting system, at events such as Parents' Evenings and student learning passports are posted to parents. Student attainment is tracked using the whole Academy tracking system and those failing to make expected levels of progress are identified very quickly.

### *Interventions: Assess-Plan-Do-Review*

Students are informed and involved in the planning of provisions and in detailing their learning profile through their involvement in the Student Learning Passport process.

The Academy's intervention programmes all align with the Assess-Plan-Do-Review model promoted in the SEND CoP (2015):

#### **1. ASSESS:**

Qualitative and Quantitative data on the student held by the Academy will be collated by the SENDCO in order to make an accurate assessment of the student's needs.

The literacy and numeracy skills of all students are assessed on entry. Some students are identified for further detailed formative assessments. Further information is collated through MIDYIS/ NGRT testing, teacher feedback, primary school information and attainment data. Any student identified with a special educational need will be included on the SEND Register. Parents are invited to discussions to support the identification of appropriate interventions to improve outcomes and to produce a Student Learning Passport.

#### **2. PLAN:**

Teachers' use the student learning passports and additional information about prior attainment and any SEND need to direct and inform lesson planning. This involves, in line with quality first teaching, adapting tasks to ensure progress for every student in the class. These adaptations may include strategies suggested by the SENDCO and/or external specialists and are detailed on the student's learning passport.

Some students may require additional literacy, numeracy, communication and language and/or social interventions. These are detailed on each student's learning passport and are delivered by the SEND Team and/or external professionals. Interventions may be provided in class or by withdrawal.

In addition, if it is considered appropriate, students may be provided with specialist equipment or resources such as ICT and/or additional adult support.

#### **3. DO:**

SEND support will be recorded on each student's learning passport and each intervention has a plan that identifies a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes.

Students receiving SEND support that is 'additional and different' from that provided within the differentiated curriculum are included on the SEND Register. There is now a single category of support, **SEND Support**.

SEND support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need.

#### **4. REVIEW:**

Progress towards attainment outcomes are tracked and reviewed termly by the SENDCO. Parents and students are informed of progress and review meetings provide an opportunity for teaching staff, parents' and students to reflect on the effectiveness of interventions and the progress made by individual students.

If students fail to make expected progress, the decision may be made to undertake further informal/formal assessment.

SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. Any gaps in achievement either in the Academy or in comparison to national norms should be closing.

The effectiveness of SEND support/interventions are monitored on a termly basis by the SENDCO. All interventions are designed and delivered with clear objectives allowing accountability and clear measures of impact and progress. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEND Register.

If progress rates are still judged to be inadequate despite the delivery of high quality targeted interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after consultation with the parent and may include referral to:

- Speech and Language Therapy Service
- Educational Psychologist
- Specialists in other Academies e.g. Teaching Schools, Special Schools.
- Hearing Impairment team
- Visual Impairment team
- Counselling Service
- Child & Adolescent Mental Health Service
- Alternative Provision
- Educational Welfare Officer
- Social Services
- Youth Services
- Attached School Nurse
- Educational Welfare Officer

The needs of the majority of students will be met from within the Academy's own resources. The Academy receives funding to respond to the needs of pupils with SEND from a number of sources that can include:

- i) A proportion of the funds allocated per pupil to the Academy to provide for their education

ii) The notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

iii) For those pupils with complex learning needs and/or disabilities the Academy may be allocated additional funding from Croydon Local Authority's High Needs SEN Funding allocation. This is usually allocated to students with an Education, Health and Care Plan (EHCP). High Needs funding can also be accessed through the SEN Locality provision.

*In addition:*

The Academy receives Pupil Premium funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

*What support will there be for a child's overall well-being?*

The Academy offers a wide variety of pastoral support for students. These include:

- School Counsellor
- Behaviour and Inclusion Support Assistant support
- SEN Team mentoring and support
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This includes topics such as disability, learning differences and managing emotions.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by Governors
- Additional external agency delivered mentoring by 'Football Beyond Borders' and 'Kick London'
- Access to the Pastoral Manager or Trusted Adult within the Academy
- Referrals to external agencies such as CAMHS where appropriate.
- Supporting acceptance and respect for all through the Academy behaviour policy and rewards systems.

*How will students with SEND be included in activities outside the classroom including Academy trips?*

- The Academy provides a range of extra-curricular activities, details of which can be found on the Academy website. All students, including those with SEND are encouraged to attend. There is also a daily homework club staffed by the SEND Team.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all Academy activities.
- The Academy ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any Academy provided activity.

## **SECTION 5: Working with students and families**

### *Admissions*

The Archbishop Lanfranc Academy has an open enrolment policy. The Academy ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

For children with an EHCP, parents have the right to request a particular Academy and the local authority must comply with that preference and name the Academy in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our Academy in a child's EHCP, the local authority will send the governing body a copy of the EHCP and we will then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of the Academy where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special Academy/School if they consider that their child's needs can be better met in specialist provision.

#### *How will parents know how their child is doing?*

All parents/carers are informed of their child's attainment and progress through the half-termly monitoring and reporting process. More detailed information is provided at Parent's Evenings and can be obtained ad hoc through contacting staff members directly via staff email (addresses available on the Academy's website). Pupils on EHCP plans will receive regular updates from LSAs working with pupils.

Parents may arrange an appointment to discuss their child's progress with the SENDCO.

#### *How is the decision made about how much support each child will receive?*

For all pupils that are on the Academy's SEND Register but without an Education, Health and Care Plan (EHCP), the decision regarding the support and provisions made will be taken in close collaboration with parents, external professionals (where appropriate), subject teachers and will be led by the SENDCO. The provisions made are clearly detailed on each student's learning passport and is reviewed on a termly basis (as detailed in section 4).

For pupils with an Education, Health and Care Plan, this decision will be reached, in partnership with parents/carers, when the EHCP is being produced or at an annual review.

#### *How will parents be involved in discussions about and planning for their child's education?*

The Academy places a strong emphasis on the importance of home/school partnership – this is a key factor in a child's educational progress and personal development.

#### *Who can parents contact for further information or if they have any concerns?*

In the first instance please direct all queries and concerns to the Academy's SENCO. Contact details are provided below:

Email: [sbrooks@lanfranc.org.uk](mailto:sbrooks@lanfranc.org.uk)

Telephone: 020 8689 1255 (EXT: 263)



The Academy's **SEND Governor is Ms Gerrie Ozah**, who can be contacted via letter addressed:

C/O Ms Gerrie Ozah (SEND Governor),  
The Archbishop Lanfranc Academy – The Bec Trust  
Mitcham Road  
Croydon, CR9 3AS

### *Support Services for Students with SEND*

The Academy also works in close partnership with Croydon's Educational Psychology Service, Croydon NHS Speech and Language Therapy team, Croydon CAMHS and other specialist, external professionals and agencies to seek guidance, assessment and support for our students with SEND. Details of these agencies can be found below:

#### **Croydon Educational Psychology Service: 0208 604 7300**

Educational psychologists carry out individual cognitive and emotional assessments of students following a consultation request from the Academy's SENDCO. This informs the needs detailed and appropriate teaching strategies noted in the 'Student Learning Passport'. The Academy's link Educational Psychologist is Dr Hannah Harvest.

#### **Croydon NHS Speech and Language Therapy Service: 0208 714 2594**

The speech and language therapy service works with children with speech, language and communication difficulties. They work with the Academy to perform individual assessments of speech, language and communication difficulties, provide guidance/strategies to the Academy on how to support student needs and to deliver tailored intervention sessions within the Academy.

#### **Children's Occupational Therapy, Crystal Centre: 0208 274 6850**

Croydon Children's Occupational Therapy Service provides therapy, advice, equipment and adaptations for children who have disabilities or difficulties with everyday tasks. The service is based at the Crystal Centre but they also liaise and work in a variety of educational settings.

#### **Child and Adolescent Mental Health Service (CAMHS): 0203 228 0000**

Croydon CAMHS provide a comprehensive multidisciplinary service that offer: assessment, treatment, advice around moderate to severe mental health and psychological disorders and difficulties.

#### **Family Lives Parent Partnership Service: 0203 1313 150**

The Parent Partnership Service provide independent information, advice and guidance for parents/carers of children and young people with SEND.

**SEND Team at Croydon Council:** 0806 6047 263

The SEND team at Croydon are able to provide guidance and information about SEND within the borough and the external support agencies available.

The full range of local support available to support students both within and outside school can be found in **Croydon's 'Local Offer' for Pupils with SEND**, this is detailed online:

<https://www.croydon.gov.uk/education/special-educational-needs>

*Transition Arrangements:*

*How will the Academy prepare/support my child when joining or transferring to a new Academy?*

A number of strategies are in place to enable successful transition. These include:

#### **1. ON ENTRY:**

- Pre-entry visits to feeder schools/academies are undertaken by the SLT Transition Lead, Year 7 ACO and/or the SENDCO where appropriate.
- The SENDCO and DSL attend the Local Authority's transition meeting to gather information directly from feeder schools/academies.
- Parent/carers are invited to a meeting at the Academy and are provided with a range of information to support them in enabling their child to settle into the Academy routine. The SENDCO will endeavour to contact all new parents of students with SEND needs to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting, the previous academy/school records will be requested immediately and a meeting set-up with parents to identify and reduce any concerns.

#### **2. TRANSITION TO THE NEXT STAGE, PREPARATION FOR ADULTHOOD AND INDEPENDENT LIVING AFTER THE ACADEMY:**

The Academy adheres to the guidance in Careers guidance and inspiration in Academies: Statutory guidance for governing bodies, Academy leaders and Academy staff (April, 2014). The Academy has in place a careers programme that is delivered through the tutor assigned enrichment session and is delivered for all year groups. The Academy also hosts careers events for year 11 annually.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages (see <https://nationalcareersservice.direct.gov.uk>).

Information is also published via the local offer of the local authority which sets out details of SEND provision, including the full range of post-16 options, and support available to children and young people with SEND to help them prepare for adulthood, including getting a job and continuing their education.

### **SECTION 6: Supporting students at the Academy with Medical needs**

The Archbishop Lanfranc Academy aligns with its statutory duty under the Children and Families Act, 2014. As such, pupils with medical needs will be provided with a detailed Individual Health and Care

Plan (IHCP) that is compiled in partnership with parents, medical professionals and if appropriate, the pupil themselves. ICHPs are shared with appropriate teaching and support staff.

### **SECTION 7: The monitoring and evaluation of SEND Provision**

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. This includes half-termly progress reviews, observations of teaching and learning, learning walks, book looks and sampling of parent, pupil and staff views. The SEND Governor makes regular visits.

### **SECTION 8: Training**

Awareness training is provided to all staff on:

- SEND systems and processes
- SEND support mechanisms
- How to support students with numeracy and literacy difficulties

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around the Academy's SEND provision and practice.

Enhanced training is provided where students present with rarer difficulties. Training and support is available from specialist teachers or therapists.

Specialist training is provided in the following ways:

- The SENDCO gives regular training to SEND Team
- The SENDCO demonstrates SEND teaching methods to Academy staff and undertakes teaching and learning observations and feedback.
- A speech and language therapist and attached EP works with our SEND Team to upskill their support strategies and allow repetition of sessions.
- The SENDCO regularly attends the Local Authority SENDCO briefings in order to keep up to date with local and national updates in SEND. The SENDCO also attends local cluster group meetings to share good practice.

### **SECTION 9: Roles and Responsibilities**

The Principal and Senior Vice-Principal have overall responsibility for SEND at The Archbishop Lanfranc Academy. The Principal and Vice-Principal delegate responsibility to the SENDCO, Team Leaders, and subject teachers. The Principal ensures that the governing body is kept up to date about all issues in the Academy relating to SEND.

#### *For Students*

- To be actively involved in their learning at all stages, by participating in the student learning passport progress and the reflective termly reviews that they enable.

#### *For Parents/Carers*

- To be actively and supportively involved in working with the Academy to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review (student learning passports).

#### *For Teachers*

- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that Student Learning Passports are used as part of the lesson planning process.
- To work in collaboration with the SEND department to develop resources and ensure effective use of support, including completing LSA Support Plans where appropriate.

#### *For Team Leaders*

- To ensure fully adapted quality schemes of work and resources are in place to support lesson planning and delivery at all key stages.
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices in order to support all students working below expected levels in these core areas.
- To monitor, evaluate and review the quality of teaching and learning across the subject area, with regard to students with SEND.
- To monitor the academic progress of students with SEND across the curriculum ensuring that the identified strategies on Student Learning Passports are in place.
- To make referrals to the SENDCO where there is any concern identified.

#### *For the SENDCO*

- To identify student need accurately and ensure support is targeted efficiently and effectively.
- To maintain and update the Academy's SEND register.
- To work with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving in line with national expectations and in line with their ability.
- To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
- To deploy staff and resources according to the needs of the students.
- To identify students who qualify for exam access arrangements and to work with the Exams Officer to ensure that appropriate support is arranged and put in place according to JCQ and Exam Board Regulations.
- To write a quarterly report to the Governing Body on progress and developments.
- To agree a programme of professional development with the Academy Leadership Team that will ensure all staff have the knowledge skills and understanding to support those students with SEND.

*For the SEND Team:*

Learning Support Assistants (LSAs) at TALA are primarily classroom-based practitioners and are line managed by the SENDCO.

- To work with teachers, and support students so that students with SEND are able to access the curriculum and make expected or good/outstanding progress.
- To empower students to develop effective strategies that enable them to become independent learners.
- To implement specialist support strategies within the classroom.
- To support in the delivery of exam access arrangements according to JCQ and Exam Board Regulations.

*For the Academy Leadership Team:*

- To ensure statutory requirements are met for SEND by each subject area.
- To establish a program of professional development to raise staff awareness and their capacity to make adaptations to planning, teaching and learning at all levels so that the Academy will ensure a quality education for students of all abilities and learning profiles.

*For the Governing Body:*

- To review and agree the SEND policy annually.
- To ensure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all students at the Academy, including those identified as SEND.
- To make regular visits to monitor provision within the Academy.
- To ensure that strong working relations are in place between local authority support services, voluntary organisations, health and social services bodies and the Academy, to ensure the very best outcomes and provision for all students and their wider families.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Ms D Kadila, Pastoral Manager.

## **SECTION 10: Storing and managing information**

Please refer to whole-Academy Data Protection Policy.

## **SECTION 11: Accessibility**

Our Accessibility Plan (statutory requirement) describes the actions the Academy plans to take to increase access to the environment, the curriculum and to printed information. This is available on the Academy website.

## **SECTION 12: Dealing with complaints**

For complaints, please contact the SENDCO in the first instance. He will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Principal. If the complaint is about the Principal then contact the Chair of Governors via the clerk to Governors. Their details are on the Academy website.

## **SECTION 13: Bullying**

The Academy is committed to providing a caring and safe environment for all students so that they can learn in a secure atmosphere. Bullying of any kind is unacceptable in our Academy. If bullying does occur, all students should feel able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff. Please refer to Academy's Anti-Bullying Policy.

**Policy created:** September 2016/ Updated June 2024 by R Ellis and S Brooks

**Next Review:** June 2025

Approved by the Governing Body:

### **References:**

Department of Education/Department of Health (2015): *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. HMSO; London. Available online:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>