

Inclusion Policy



Approved by:	Full governing body	Date:
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1. Aims

At St Faith & St Martin CE Junior School, we are committed to creating a fully inclusive environment where all pupils feel safe, valued and able to achieve their full potential.

We aim to:

- Remove barriers to learning and participation
- Provide high-quality, inclusive teaching for all pupils
- Support pupils with Special Educational Needs and Disabilities (SEND) and medical needs effectively
- Promote equality of opportunity and eliminate discrimination
- Work in partnership with pupils, parents and external professionals
- Ensure all pupils are included in all aspects of school life
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND and other vulnerable groups

2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied

3. Legal and statutory framework

This policy is based on the statutory guidance:

- Special Educational Needs and Disability (SEND) Code of Practice (0–25 years)
- Keeping Children Safe in Education (latest version)
- 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 special educational needs and disabilities (SEND)
- **The Special Educational Needs and Disability Regulations 2014**, which set out the responsibilities of schools and local authorities for Education, Health and Care (EHC) plans, the role of the SENDCo, and the requirement to publish a SEND Information Report
- **Section 100 of the Children and Families Act 2014**, which places a duty on governing bodies to make arrangements for supporting pupils with medical conditions
- **The Equality Act 2010 (Section 20)**, which sets out the duty to make reasonable adjustments for pupils with disabilities
- **The Public Sector Equality Duty (Section 149 of the Equality Act 2010)**, which requires schools to eliminate discrimination, harassment and victimisation, advance equality of opportunity, and foster good relations between those who share a protected characteristic (including disability) and those who do not

- **The Governance Handbook for maintained schools**, which sets out the responsibilities of governing bodies in ensuring provision for pupils with SEND
- **The School Admissions Code**, which requires schools to admit pupils whose Education, Health and Care (EHC) plan names the school and ensures that children with SEND are not unfairly disadvantaged

This policy should be read in conjunction with the school's SEND Information Report, which outlines how this policy is implemented in practice.

4. Definition of inclusion

Inclusion at our school means:

- All pupils learn together wherever possible
- Teaching is adapted to meet individual needs
- Differences are recognised, respected and valued
- High expectations are maintained for all pupils

5. Understanding SEND

A pupil has SEND if they:

- Have a significantly greater difficulty in learning than others of the same age, or
- Have a disability which affects their ability to access education

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.

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. 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	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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Our inclusive approach

6.1 Quality First Teaching

- High-quality, adapted teaching is the first step in responding to pupil needs
- Teachers use scaffolding, modelling, and flexible approaches
- All pupils are supported within the classroom wherever possible

6.2 Graduated approach (SEND support)

Once a pupil has been identified as having SEND, the school will take action to remove barriers to learning and ensure that effective provision is put in place.

Support will be delivered through successive cycles of a four-part process known as the **graduated approach: Assess, Plan, Do, Review**.

Assess

The class teacher, supported by the SENDCo where appropriate, will carry out a clear and thorough analysis of the pupil's needs.

This will include:

- The views of the pupil and their parents or carers
- Teacher assessment and knowledge of the pupil
- Previous progress and attainment data
- Information from external agencies where relevant

Assessment will be reviewed regularly to ensure that support remains closely matched to the pupil's needs. In many cases, careful observation of how a pupil responds to different teaching approaches and interventions will help to identify their needs more accurately.

Plan

In consultation with the pupil and their parents or carers, the class teacher and SENDCo will agree:

- The adjustments, interventions and support to be put in place
- The expected outcomes
- A clear date for review

All staff working with the pupil will be made aware of:

- The pupil's needs
- The outcomes being sought
- The support and strategies to be used

This information will be recorded on the school's management system (Teams) and, where appropriate, within an Individual Education Plan (IEP). Parents and carers will be fully informed of the support in place and may be asked to contribute to their child's progress at home.

Do

The class teacher remains responsible for the pupil's progress and development at all times.

Where interventions involve group or 1:1 support away from the classroom, the teacher will:

- Maintain oversight of the provision
- Work closely with any teaching assistants or specialist staff
- Ensure that interventions are clearly linked to classroom learning

The SENDCo will provide support and guidance to staff, including:

- Further assessment of the pupil's strengths and needs
- Advice on effective strategies and approaches
- Support with problem-solving where needed

Review

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

Evaluation will take into account:

- The views of the pupil and their parents or carers
- The progress made towards agreed outcomes
- Feedback from staff working with the pupil

Following review, the class teacher and SENDCo will:

- Revise outcomes where appropriate
- Adapt support and strategies
- Plan next steps in consultation with the pupil and their parents or carers

6.3 Levels of support and individual planning

To meet the needs of pupils effectively, the school provides different levels of support. Provision is adapted based on the individual needs of each pupil and reviewed regularly through the graduated approach.

School-based SEND Support

Pupils receiving SEND support will be placed on the school's SEND register.

These pupils:

- Have needs that can be met through the school's graduated approach
- Receive provision that is additional to or different from high-quality classroom teaching

Where a pupil's needs cannot be met through the school's existing provision, external specialists may be involved to provide further advice and support.

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

On the school census, these pupils are recorded using the code **K**.

Education, Health and Care (EHC) Plans

Some pupils may require more support than can be provided through school-based SEND provision.

These pupils may be entitled to an Education, Health and Care (EHC) plan, which is a legal document that:

- Describes the pupil's needs
- Specifies the provision required
- Sets out the outcomes to be achieved

Provision for pupils with EHC plans is funded through the school's notional SEND budget and, where appropriate, additional funding from the local authority.

On the school census, these pupils are recorded using the code **E**.

Individual Planning and Provision

Where needed, pupils will have individual plans to support their needs. These may include:

- **Individual Education Plans (IEPs)** – outlining specific educational targets, strategies and provision
- **Individual Healthcare Plans (IHPs)** – outlining medical needs, medication, care arrangements and emergency procedures

Medical Needs

Pupils with medical conditions are supported through **Individual Healthcare Plans (IHPs)**.

These plans:

- Clearly outline care arrangements, medication and emergency procedures
- Are developed in partnership with parents, staff and healthcare professionals
- Are reviewed regularly to ensure they remain up to date

Medical needs are fully considered in:

- Classroom practice
- Wider school activities
- Educational visits and trips

Where a medical condition involves personal care, arrangements will align with the school's Intimate Care Policy.

6.5 Intimate care

- Pupils requiring intimate care are supported in line with the school's Intimate Care Policy
- Care is delivered safely, respectfully and in a way that promotes dignity and independence

6.6 Reasonable adjustments

The school will make reasonable adjustments, including:

- Adapted resources and tasks

- Visual supports and communication aids
- Sensory and movement breaks
- Flexible routines

6.7 Neurodiversity-affirming practice

We recognise and value neurodiversity by:

- Promoting understanding of different ways of thinking and learning
- Supporting individual strengths
- Reducing expectations around masking
- Creating inclusive and accepting environments

6.8 SEMH and well-being

We support pupils' social, emotional and mental health through:

- Pastoral support
- Targeted interventions (e.g., ELSA, Feelings detectives)
- Early identification of need
- Support for anxiety and EBSA
- External agency involvement, where appropriate

7. Roles and responsibilities

7.1 The SENDCo (Inclusion Lead)

The SENDCo at our school is **Lauren Hayhurst**

Email: **Lauren.Hayhurst@sfsmlincs.sch.uk**

Telephone: **01522 528063**

The SENDCo is responsible for leading and coordinating provision for pupils with SEND as part of the school's wider commitment to inclusion.

They will:

- Inform parents or carers when their child is identified as having SEND and liaise with them to discuss the pupil's needs, aspirations and provision
- Work with the headteacher and governing body (including the SEND governor) to determine the strategic development of inclusion and SEND provision across the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the coordination of provision for pupils with SEND, including those with Education, Health and Care Plans (EHCPs), Individual Healthcare Plans (IHPs) and other support plans
- Provide professional guidance to colleagues and work collaboratively with staff, parents and external agencies to ensure that pupils receive appropriate support and high-quality teaching

- Advise teachers on the graduated approach (Assess–Plan–Do–Review) and on strategies for adaptive teaching to meet individual needs
- Support staff in making reasonable adjustments in line with the Equality Act 2010 to ensure pupils with SEND can access the curriculum and wider school life
- Advise on the effective deployment of the school's delegated SEND budget and other resources to meet pupils' needs
- Be a key point of contact for external agencies, particularly the local authority and its support services, and ensure that external advice is implemented effectively
- Liaise with early years providers, other schools and post-16 settings to support effective transition, ensuring that pupils and families are well informed and prepared
- Ensure that, when a pupil transfers to another school or setting, relevant information about their needs and provision is shared promptly and appropriately
- Work with the headteacher and governors to ensure the school meets its statutory responsibilities under the Equality Act 2010, including duties relating to reasonable adjustments and accessibility
- Ensure that accurate and up-to-date records are maintained for all pupils with SEND, including provision maps, plans and review documentation
- Coordinate and monitor the development and review of Individual Healthcare Plans (IHPs) and ensure medical needs are fully integrated into educational provision where appropriate
- Work with the headteacher to identify staff training needs related to SEND and inclusion, and support the planning of high-quality professional development
- Regularly review and evaluate the effectiveness and impact of SEND provision, using assessment data, provision mapping, and feedback from pupils and parents
- Work with the local authority and other agencies to contribute to the development of local provision and the Local Offer
- Prepare and review the school's SEND Information Report and ensure it is kept up to date and reflects current practice
- Work with the headteacher and teaching staff to analyse patterns in SEND identification and provision, both within the school and in comparison, with national or local data, using this to strengthen inclusive teaching and provision
- Promote a whole-school culture of inclusion, ensuring that SEND is understood as part of high-quality teaching and that all staff take responsibility for meeting the needs of all learners

7.2 Teachers

Each class teacher is responsible for the progress and development of every pupil in their class, including those with SEND and medical needs.

Teachers will:

- Plan and deliver high-quality, inclusive teaching, adapting lessons to meet the needs of all pupils through a graduated approach
- Be accountable for the progress and outcomes of every pupil, even where pupils access additional or specialist support
- Work closely with teaching assistants and specialist staff to:
 - plan and deliver interventions
 - assess their impact

- ensure learning is effectively linked to classroom teaching
- Work collaboratively with the SENDCo to:
 - review each pupil's progress and development
 - identify needs
 - adapt provision where necessary
- Implement the graduated approach (Assess–Plan–Do–Review) in their classroom practice
- Ensure they follow this Inclusion Policy, the SEND Information Report, and any individual pupil plans (e.g. IEPs, EHCPs, IHPs)
- Make reasonable adjustments in line with the Equality Act 2010 to ensure pupils with SEND can access learning and participate fully in school life
- Communicate regularly with parents and carers to:
 - set clear outcomes and review progress towards them
 - discuss the support in place and its intended impact
 - agree shared responsibilities between home and school
 - listen to concerns and take account of parents' and carers' views and aspirations
- Engage pupils in understanding their own needs and, where appropriate, involve them in setting targets and reviewing their progress
- Monitor the effectiveness of teaching and interventions and adapt practice to ensure the best possible outcomes for pupils

7.3 Headteacher

The headteacher has overall responsibility for the strategic leadership of inclusion, SEND and the provision for pupils with additional needs across the school.

The headteacher will:

- Work with the SENDCo and SEND link governor to determine the strategic development of the Inclusion Policy and SEND provision within the school
- Work with the SENDCo and governing board to ensure the school meets its responsibilities under the Equality Act 2010, including duties relating to reasonable adjustments and accessibility
- Have overall responsibility for, and awareness of, the provision for pupils with SEND and their progress
- Monitor the school's notional SEND budget and any additional funding allocated by the local authority to support individual pupils
- Ensure that the SENDCo has sufficient time, resources and support to carry out their role effectively
- Maintain an overview of the needs of the current cohort of pupils with SEND and those with additional vulnerabilities
- Advise the local authority when a pupil may require an Education, Health and Care (EHC) needs assessment, or when an EHC plan requires review or amendment
- Work with the SENDCo to identify staff training needs and ensure that appropriate professional development is planned and delivered
- Work with the SENDCo to regularly review and evaluate the breadth, quality and impact of SEND provision, including the effectiveness of interventions and support
- Co-operate with the local authority and external agencies to review provision available locally and contribute to the development of the Local Offer

- Work with the SENDCo and teaching staff to identify patterns in SEND identification, attainment and progress, both within the school and, where appropriate, in comparison to local or national data, using this to strengthen inclusive teaching and provision
- Promote a whole-school culture of inclusion, ensuring that the needs of pupils with SEND and additional vulnerabilities are understood and met effectively across all aspects of school life

7.4 The Governing Board

The governing board is responsible for ensuring that the school meets its statutory duties in relation to inclusion, SEND and medical needs. These responsibilities may be delegated to a committee or individual, but overall accountability remains with the governing board.

The governing board will:

- Co-operate with the local authority (LA) in reviewing the provision available locally and in developing the Local Offer
- Do all it can to ensure that every pupil with SEND receives the support they need
- Ensure that pupils with SEND are able to engage in all activities of the school alongside pupils who do not have SEND
- Ensure that parents or carers are informed when the school is making special educational provision for their child
- Ensure that appropriate arrangements are in place to support pupils with medical conditions
- Provide access to a broad and balanced curriculum for all pupils
- Ensure the school has a clear and effective approach to identifying and responding to SEND
- Ensure that accurate and up-to-date records are kept of provision made for pupils with SEND
- Ensure that an annual report is provided to parents on their child's progress
- Ensure that the school publishes a SEND Information Report on the website, explaining how this Inclusion Policy is implemented
- Ensure that the school publishes information about:
 - arrangements for the admission of disabled pupils
 - steps taken to prevent less favourable treatment
 - facilities provided to support access
 - the school's Accessibility Plan
- Ensure that a qualified teacher is designated as the SENDCo and that the responsibilities of the role are clearly defined and effectively carried out
- Monitor the effectiveness of SEND and inclusion provision across the school
- Determine how resources are allocated to support the progress of pupils with SEND

7.5 The SEND Link Governor

The SEND Link Governor is Stefan Millson.

The SEND Link Governor will:

- Help to raise awareness of SEND and inclusion issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision and report back to the governing board

- Work with the headteacher and SENDCo to support the strategic development of inclusion and SEND provision within the school
- Receive updates on SEND provision, pupil outcomes and developments, and provide appropriate challenge and support

7.6 Parents and carers

Parents and carers play a vital role in supporting their child's development and are key partners in the school's inclusive approach.

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

Parents or carers of pupils with SEND will be given regular opportunities to provide information and express their views about their child's needs and the support provided. They will be actively involved in discussions and decisions through a co-production approach.

They will:

- Be invited to termly meetings to review the provision in place for their child
- Be supported to contribute information about their child's needs, including the impact of support outside of school and any changes in circumstances
- Be given opportunities to share their views, concerns and aspirations for their child, and to agree desired outcomes alongside school staff
- Receive clear information about the support in place and how this is intended to support progress
- Receive regular updates, including an annual written report on their child's progress
- Be involved in the development and review of individual plans, including IEPs, EHCPs, Individual Healthcare Plans (IHPs) and other support plans where appropriate

The school will take into account the views of parents and carers in all decisions made about provision and will work in partnership to achieve the best possible outcomes for each pupil.

7.7 Pupils

Pupils will be given opportunities to share their views, wishes and feelings about their learning, needs and the support they receive.

They will be supported, where appropriate, to participate in discussions and decisions about their provision and support.

This may involve pupils:

- Explaining their strengths, interests and areas of difficulty
- Contributing to the setting of targets or outcomes
- Attending and contributing to review meetings, where appropriate
- Giving feedback on the effectiveness of support and interventions

Staff will ensure that pupils are supported to express their views in ways that are appropriate and accessible for them, including through the use of adapted communication methods where necessary.

The views of the pupil will be taken into account in all decisions that affect them, in line with their age, understanding and individual needs.

8. Safeguarding and inclusion

- Pupils with SEND may be more vulnerable to safeguarding risks
- Staff are trained to recognise and respond to concerns
- All safeguarding concerns must be reported immediately to the DSL
- Inclusion and safeguarding are closely linked in all aspects of practice

9. Attendance and inclusion

All pupils have a right to attend school regularly and access a full-time education.

We recognise that some pupils, particularly those with Special Educational Needs and Disabilities (SEND) or medical conditions, may face additional or complex barriers to attendance. While our expectations for attendance remain high for all pupils, we acknowledge that some pupils may require additional support to achieve this.

The school will:

- Promote high expectations for attendance for all pupils
- Work proactively with pupils who experience difficulties attending school, ensuring barriers are identified and addressed
- Provide additional support for pupils with SEND or medical needs who may require adjustments in order to attend school regularly
- Work in partnership with parents or carers, and where appropriate, external professionals, to support attendance and engagement
- Implement flexible and supportive strategies for pupils experiencing Emotionally Based School Avoidance (EBSA) or anxiety-related absence
- Ensure that reasonable adjustments are considered, in line with the Equality Act 2010, to support pupils in accessing education

Our approach to attendance, including procedures and interventions, is set out in the school's Attendance Policy.

10. Transition

The school supports pupils through:

- Transition into school
- Movement between year groups
- Transition to secondary school

Additional support is provided where needed to ensure a smooth and positive transition. This may include:

- The SENDCO arranging additional transition visits
- The creation of social stories and transition booklets to support pupils' needs
- Meetings between the SENDCO and parents

11. Monitoring and evaluation

We will evaluate the effectiveness of inclusion and SEND provision by considering:

- Staff awareness and understanding of pupils with SEND and additional needs
- The effectiveness and timeliness of the identification of pupils with SEND
- Pupils' progress and attainment following the implementation of support
- The extent to which pupils with SEND feel safe, valued and included within the school community
- Attendance and engagement of pupils with SEND, including those experiencing barriers such as EBSA
- The impact of interventions and support strategies
- Feedback from pupils and their parents or carers
- The effectiveness of provision for pupils with medical needs and additional vulnerabilities

This policy will be reviewed annually by the SENDCo and Headteacher, and updated as necessary to reflect changes in legislation, guidance or school practice.

The policy will be approved by the full governing board on an annual basis.

Monitoring will also include:

- Regular review of SEND data, including identification, progress and outcomes
- Analysis of attendance, behaviour and inclusion data for pupils with SEND
- Review of provision maps, interventions and support plans
- Ongoing feedback from staff, pupils and parents
- Monitoring by the governing board, including the SEND link governor

12. Expertise and training of staff

The school is committed to ensuring that all staff have the knowledge, skills and confidence to meet the needs of all pupils, including those with SEND and medical needs.

Training is provided regularly for teaching and support staff and is linked to the school's priorities for inclusion.

The headteacher and SENDCo will:

- Continuously monitor the needs of pupils with SEND and identify any staff who require additional training
- Ensure that staff training needs are addressed through a planned programme of continuing professional development (CPD)

- Provide both whole-school and targeted training, including:
 - SEND-specific training
 - condition-specific training (e.g. autism, ADHD, medical needs)
 - safeguarding and inclusion training
- Ensure that staff delivering interventions or specialised support have appropriate training and support
- Maintain records of staff training and ensure that staff feel confident in delivering support
- Provide guidance and support to staff in relation to inclusive teaching strategies and the graduated approach

We recognise that developing staff expertise is essential to ensuring high-quality teaching and effective support for all pupils.

13. Confidentiality and data protection

At SFSM, we recognise that information relating to pupils with SEND, medical needs and additional vulnerabilities is sensitive and must be handled appropriately.

The school will:

- Ensure that all information about pupils is stored securely, both in paper and electronic formats
- Share information only with staff who need to know in order to support the pupil effectively
- Maintain confidentiality at all times, while ensuring that essential information is shared to safeguard pupils
- Store individual plans (e.g. IEPs, EHCPs, Individual Healthcare Plans) securely on school systems (e.g. Teams / Arbor), ensuring they are accessible to relevant staff
- Ensure that all personal and medical data is processed in accordance with data protection legislation and the school's Data Protection Policy
- Provide appropriate information to staff, including temporary staff, where necessary to ensure pupil safety while maintaining confidentiality

Where appropriate, the school will balance confidentiality with the need to share information in order to protect the safety and well-being of the pupil.

14. Links with external professional agencies

We recognise that it will not always be able to meet the full range of needs of every pupil through its own provision alone. Where necessary, the school will work in partnership with external professionals to support pupils effectively.

This may include working with:

- Speech and language therapists
- Specialist teachers and advisory support services
- Educational psychologists
- Occupational therapists, physiotherapists and other therapy services
- General practitioners (GPs) and paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social care services
- Specialist reintegration and inclusion services, including:
 - The Working Together Team
 - Healthy Minds (mental health support services)

External professionals may be involved to:

- Support assessment and identification of needs
- Provide specialist advice and recommendations
- Contribute to planning and reviewing provision
- Support staff training and development
- Assist with complex cases, including those involving attendance, SEMH or safeguarding needs

The school will work collaboratively with parents or carers, pupils and professionals to ensure that external advice is implemented effectively and supports positive outcomes.

15. Admission Arrangements

As a maintained school, admissions are managed by the local authority.

The school will:

- Admit pupils in line with the local authority's admissions policy
- Ensure that pupils with SEND or disabilities are not treated less favourably
- Admit pupils whose Education, Health and Care (EHC) plan names the school, in line with statutory requirements
- Work with the local authority and other professionals to support appropriate placement and transition for pupils with SEND

The school is committed to ensuring that all pupils, including those with SEND, medical needs and additional vulnerabilities, can access a full and inclusive education.

16. Accessibility Arrangements

The school is committed to improving access for all pupils, including those with disabilities.

Accessibility arrangements are set out in the school's Accessibility Plan, which is published on the school website.

This includes:

- Increasing access to the curriculum
- Improving the physical environment of the school

- Improving the delivery of information to pupils with SEND or disabilities

The school will make reasonable adjustments in line with the Equality Act 2010 to ensure that pupils can access all aspects of school life.

17. Complaints About Inclusion and SEND Provision

The school aims to work in partnership with parents and carers and to resolve concerns at the earliest opportunity.

If parents or carers have concerns about the support their child is receiving, they are encouraged to:

- Raise concerns initially with the class teacher

Where concerns are not resolved, parents or carers may:

- Speak to the SENDCo, who will work with families to address concerns

If the concern remains unresolved:

- A formal complaint can be made and will be handled in accordance with the school's Complaints Policy, which is available on the school website

The school will take all concerns seriously and will work collaboratively with families to ensure that pupils receive appropriate and effective support.

18. Links to other policies

- SEND Information Report
- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Medical Needs Policy
- Intimate Care Policy
- Accessibility Plan