



Special Educational Needs and Disability Policy Whole School and EYFS Regulation ISSR: Part 6

Reviewed and updated by: Mrs H Beecham

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Policy Statement

Alderley Edge School for Girls aim to provide for all their pupils a broad and balanced curriculum, recognising the fact that all pupils are individual learners and some pupils may have particular Special Educational Needs or Disabilities, requiring appropriate support to enable them to access the curriculum and realise their potential.

We aim to identify needs early and provide appropriate support to enable pupils with special educational needs and/or disabilities to experience the curriculum as fully as possible and achieve within it as highly as possible.

This policy is written having regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES), Equality Act 2010, and Children and Families Act 2014.

Introduction

1. School context

Alderley Edge School for Girls is an academically selective independent school that is committed to providing an environment that values and includes all pupils, staff, parents/carers and visitors regardless of their needs. The School is further committed to developing a culture of awareness, respect, and inclusion. It is our aim that every student participates fully and confidently in school life. Alderley Edge School for Girls is committed to building partnerships which encourage the participation of all of our students and their parents in making coproduced decisions. We aim to support our pupils with special educational needs by making reasonable adjustments whilst maintaining high expectations that enable all students to access the curriculum and realise their potential. This policy describes the provision for students with SEND at Alderley Edge School for Girls.

Alderley Edge School for Girls is an equal opportunities establishment and we welcome applications from parents of students with Special Educational Needs and/or Disabilities.

The Children and Families Act (2014) introduced new regulations and a new SEND Code of Practice. Important principles and examples of good practice from the Act are used to inform provision for the School's pupils and also applied where the school has pupils on Education Health and Care Plans (EHCPs):

- to ensure early and earliest identification of learning needs.
- to enable all teachers to be responsible for meeting the needs of identified pupils.
- to promote the views of pupils and parents in determining the most appropriate decisions.
- to assist education, health and social care services to work together.
- to make sure children and families know what help they can obtain for a pupil identified with special educational needs.

The SEND Code of Practice (2014, updated 1 May 2015) has been carefully considered, and this Special Educational Needs and Disability Policy reflects the overarching aims of the Code, which are that:

All children and young people are entitled to an appropriate education, appropriate to their needs, which promotes high standards and the fulfilment of potential, which should enable them to achieve their best, become confident individuals leading fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

The Equality Act (2010) has replaced all previous disability legislation and, in doing so, has introduced the idea of protected characteristics – further details of which are documented in the School's Equality Opportunities policy.

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Child Protection Whole School Policy
- EAL Policy
- Equal Opportunities for Pupils Policy
- Equality Diversity and Inclusion for Pupils Whole School Policy
- Health and Safety Policy
- SEND Examinations Policy

This policy focuses on:

- Protection for pupils by preventing discrimination against them at school on the grounds of disability.
- The processes in place to identify, assess, and run interventions for pupils.

The School is an academically selective school. The School will do all that is reasonable to ensure that its culture, ethos, policies and procedures are made accessible to children who have disabilities and to accommodate the needs of applicants for places at the School. Some pupils who are selected for places may have Special Educational Needs and/or Disabilities (SEND) identified before or after admission to the School. It is the objective of this Policy to ensure that pupils with SEND experience equal opportunities within the school and that they benefit as fully as possible from their education.

Definitions:

The Special Education Needs and Disability Code of Practice [updated 2015] and the Families Act [2014] define a Special Educational Need or Disability as a child or young person who has:

‘A learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child with a learning disability ‘has a significantly greater difficulty in learning than the majority of others the same age.’

A child with a disability ‘has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

Children are not regarded as having learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Alderley Edge School for Girls celebrates its cultural and linguistic diversity. Whilst some students speak other languages with their families, they may not require additional support to enable them to achieve at a level commensurate with their cognitive skills. (See EAL Policy).

At Alderley Edge School for Girls, we recognise that a range of learning difficulties, behavioural problems (social, emotional, mental health), communication, interaction, physical and sensory impairments exist.

Many pupils who have SEND may have a disability under the Equality Act 2010 – that is... ‘a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils with such conditions do not necessarily have SEND, but there is a significant overlap between disabled pupils and those with SEND. Where any of pupils requires special educational provision over and above reasonable adjustments, aids and services covered by the Equality Act 2010 they will be additionally covered by the SEND definition. ²

A pupil who has a learning difficulty and/or disability which requires special educational provision is said to have Special Educational Needs (SEN).

Values and Principles

Alderley Edge School for Girls ’s vision for children with special educational needs and disabilities are the same as for all children and young people – that they achieve and lead happy and fulfilled lives.

‘To provide a challenging and stimulating learning environment in which every girl fulfils her full academic potential, and thus equipping girls with the knowledge, skills and learning attributes for success beyond AESG.’

‘To empower all our girls to flourish as strong women in the 21st Century workplace, to communicate with confidence, and take their place as responsible, active and global citizens bringing about positive change for a more sustainable and equitable future.’

Alderley Edge School for Girls is an inclusive and equal opportunities establishment. Pupils identified as having special educational need or a disability will, like all pupils at Alderley Edge School for Girls, be entitled to access the full school curriculum and be encouraged to take advantage of the opportunities offered by the School to achieve their full potential in all areas of school life. For those identified as having special educational needs or a disability, Alderley Edge School for Girls is committed to providing the appropriate support, as best as it can reasonably accommodate, so that they can become individual, independent learners and fulfil their potential through high attainment and achievement.

4. Roles and Responsibilities

The Learning Enhancement Department plays an active role in the School community and liaises closely with key departments and members of staff holding relevant positions of responsibility.

The School’s Special Educational Needs Co-ordinator (SENCo) has an important role to play (in conjunction with SLT) in determining the strategic development of SEND policy and provision within the School and to ensure the school meets its responsibilities under the Equality Act (2010), and so the post-holder reports to the Deputy Head Academic.

The SENCo has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND (including any pupil who has an EHC Plan). They provide professional guidance to colleagues (including advising on the graduated approach to providing SEND support) and works closely with staff, parents of pupils with SEND, and other agencies (including other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required).

The SENCo works in conjunction with The Deputy Head (Academic), The Deputy Head (Pastoral), Heads of Section, Head of Prep School, Heads of Year and Form Tutors, the Senior Mental-Health Lead, the Exams Officer, and the Admissions’ Department.

The SENCo is full time and is supported a part-time SEND Administrative Officer, a SEND Teaching Assistant who can be deployed throughout the school. In addition, teaching assistants are employed as required by the statutory provision outlined in Education Health and Care Plans. The School has one School Nurse (who is also the Senior Mental Health Lead) and a School Counsellor. A referral can be made where there are concerns which require the nurse’s and/or counsellor’s involvement. The School Nurse keeps appropriate records regarding medical needs.

The School has its own Well-Being Hub which all pupils can access at any time and employs a graduated response to need which allows all pupils to be assessed by the School Nurse or the School Counsellor and provided with the most appropriate form of support. The Deputy Head (Pastoral) oversees this system.

5. Admission

Alderley Edge School for Girls is an independent school for girls from 2 -18 Years. Admission is in accordance to the School's Admissions Policy.

Objectives

In order to achieve these aims it is necessary to:

- Maintain a SEND and Access Arrangements Register to identify and assess accurately the needs of individual pupils, so that History of Need and Provision are identified and recorded at the earliest instance.
- Where necessary, create Individual PEN Portraits and/or SEND Support Plans for pupils with SEND, to monitor and review progress and provide the appropriate resources and strategies as a working document for staff and as guidance for parents and pupils.
- Maintain effective communication channels so that key information about pupils and their educational needs is processed quickly to ensure high standards of classroom management and professional concern for each individual's educational development.
- Establish positive attitudes to our pupils through a professional whole school approach which encourages teaching staff to participate fully in the monitoring of pupils' progress and being aware of their individual strengths and weaknesses.
- Undertake screening and assessments in school to provide information to enable us to make reasonable adjustments as required for students whose academic or other areas of development have given us cause for concern.
- Liaise and work with inter-agency professionals as required to provide suitable support strategies for pupils.
- Develop partnerships with pupils, their parents and guardians, to foster positive attitudes by our pupils to their self-confidence and enhance their self-esteem.

Alderley Edge School for Girls is basing its policy on the principles set out in the Special Educational Needs and Disability (SEND) Code of Practice: 0-25yrs 2014 (DfES).

If a student were to have an Education Health Care (EHC) plan, then the School would support the pupil as appropriate to the plan.

Arrangements for co-ordinating provision

Day to day practice within the School aims to follow the guidelines on the approach to interventions and Learning Support outlined in the Code. In particular, the School will ensure that pupils and parents are actively involved in decision-making regarding the desired outcomes and throughout the approaches adopted.

There is a graduated approach to provision in place at the School that follows the 'Assess, Plan, Do, Review' process outlined in the Code of Practice.

Identification and Assessment

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Where a pupil has an identified SEND, the School will use its best endeavours to ensure that pupil gets the support they need and that every effort will be made to ensure they can engage in the activities of the School and have full access to the curriculum.

Referrals come from a range of sources:

- Information from previous school (e.g. high schools, primary schools, nurseries)
- Baseline testing of Year 7 pupils (MIDYIS) and Lower Sixth pupils (ALIS)
- Subsequent core baseline tests e.g. PIRA, PUMA and GAPS, INCAS, dyslexia screening, YELLIS tests
- Class/Subject teachers/ Head of Year concerns/observations
 - Pupil
 - Parent/s

Referral from previous school - In the admissions procedure, information about a pupil's special needs will be recorded by the previous school on the reference and/or by the parents on their application. In the majority of cases, this information includes the pupil's History of Need and Provision. This information is passed to the SENCO by the school's admissions team. The SENCO will liaise with the parents about provision for a pupil's individual special needs.

In-house testing- as detailed above

Staff referral – When a concern is identified for a student that may be indicative of an underlying need, a referral will be made to the SENCo. This information will be triaged by the SENCo and next steps will be agreed. Depending on the information in the referral these steps may involve further monitoring, pastoral support, or other strategies to be implemented within school or further assessment. Parents will be consulted as part of this process and if specialist professional advice is needed then this will be highlighted to parents.

Pupil referral - One of the aims of the school is to develop independence in our pupils, and we encourage pupils to take responsibility for their learning. Pupils are encouraged to seek advice from subject teachers in helping with problems they cannot solve themselves and to attend the study skills support group.

Parent referral - We encourage parents to contact their child's Class Teacher (In EYFS or Prep) or Head of Year (in Senior School), School Nurse or the SENCo to alert us to any issues of concern, be that educational, medical, social, emotional or mental health related, and we would act upon it and, if necessary and in discussion with them, involve relevant outside agencies.

Plan

For students with identified SEND the SENDCo will work collaboratively with appropriate staff, parents/carers, external professionals and the young person themselves to take a child centred approach to planning the provision needed.

Pen Portrait

Quality First Teaching is supported and guided by Pen Portraits which are in use for all students on the SEND register (from Monitoring up to EHCP). This is a personalised document that identifies strengths and any difficulties which may present as barriers to learning. It will also include strategies for teaching and learning. The Pen Portrait is co-produced by the SENCo, the young person, parents and teachers. The Pen Portrait may also include information and recommendations from reports written by external agencies such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists. The SENCo carries out a needs analysis for any pupil identified as having, or as possibly having, SEND.

Pen Portraits will also include detail of any other reasonable adjustment that the student needs. All reasonable effort will be made to ensure that reasonable adjustments are made in line with the plan outlined in the Pen Portrait. If an oversight or error is made this will be picked up by the SENCo/SLT as appropriate.

The Pen Portrait is shared with all staff electronically through the SEND Information for Staff folder on SharePoint. Staff are expected to read the Pen Portrait for the pupils whom they teach or support and on gaining knowledge of the individual pupil, implement as a working document day to day, the strategies set out in the report. This is updated annually or more frequently depending upon individual circumstances. Parents are provided with copies as part of our regular review process.

SEND Support Plan

Students on SEND Support level or with an EHCP will have a SEND Support plan in addition to a Pen Portrait. This will identify their strengths and difficulties but will also identify SMART targets for them to work towards and detail what support they are accessing that is additional to or different from that which is made available through Quality First Teaching. This might include interventions, support from external professionals/agencies, support in class from an additional adult etc. As appropriate to the needs of the individual.

SEN Support Plans are shared with all staff electronically through the SEND Information for Staff folder on SharePoint. Staff are expected to read the SEN Support Plan for the pupils whom they teach or support and on gaining knowledge of their targets help and support them to focus on these key areas in class. This is updated termly or more frequently depending upon individual circumstances. Parents are provided with copies as part of our regular review process.

Educational Health Care Plan (EHCP)

A pupil may enter AESG with an EHCP. Furthermore, where, despite the School having taken relevant and purposeful action to identify, assess and meet the needs of

a pupil, the School / parents can consider requesting an EHC needs assessment. This is for pupils with very significant needs which cannot be met from the existing resources within school and where, despite cycles of the Assess Plan Do Review Graduated Response, a gap is widening in a specific area of difficulty.

An EHCP is decided by the Local Authority and involves a panel of specialists who decide if the young person's needs fall into the highest category of needs. The SENCo and teachers are involved in the development and review of the EHCP to determine what can be provided within the School's own resources and what will require additional external resources, expertise or training.

The EHCP is formally reviewed annually, focusing on the progress of the student towards achieving the outcomes specified in the EHCP and considering whether these outcomes and supporting targets are appropriate. Reviews are held in school and are attended by the student, parent/carers, SENCo, a health service representative and a local authority health or education representative. Prior to the review, the SENCo requests written reports about the student from all parties. After the review, any amendments required to the EHCP are finalised.

When a student with an EHCP reaches Year 5, the SENDCo arranges a Transition Review and invites the representatives of the desired next setting.

When a student with an EHCP reaches Year 9, all reviews must include a focus on preparing the student for adulthood.

When a student with an EHCP moves from senior school to a post-16 institution, a reviewed EHCP is completed to ensure a smooth transition to the student's next educational setting.

Do

In all cases, decisions are made about what resources, targets and actions are most appropriate to the needs of the pupil following a person-centred approach and in collaboration, and through communication, with parents/carers.

Pupils with SEND will have full access to the School's curriculum, but some aspects may be tailored appropriately. This will be co-ordinated by liaison between the SENCo, Heads of Department and Heads of Year/Class Teachers as appropriate to the child's learning stage in school (EYFS, Prep or Senior). It will be carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. Parents will be consulted and kept informed of any planned curriculum adaptations.

Wave 1: Quality First Teaching by Teaching Staff.

The first response is to ensure high quality teaching in normal lessons, differentiated for individual pupils and targeted at a pupil's particular areas of SEND.

“Every Teacher is a Teacher of SEN” Code of Practice

All students have access to a curriculum designed to meet the learning styles and needs of a range of students through planning and delivery in the classroom. Subject specialists at AESG have a wealth of experience in meeting the requirements for a range of learning needs and the School recognises the importance of maintaining a

consistently outstanding level of teaching and learning in all classrooms and supports this through regular CPD for staff around the topic of SEND. Quality First Teaching is the primary basis for supporting pupils with SEND at AESG, with teachers referring to the individual student's Pen Portrait alongside a guidebook of Quality First Teaching Strategies to understand how best to support each individual student, differentiating and/or scaffolding by task style, adapting resources, questioning approach, seating, pace, presentation and homework, to name just a few.

At AESG we encourage all of our students to become independent young people. Consequently, when we are working with students to plan the support they need in school we will always endeavour to sign post them to appropriate self-help strategies alongside the Quality First Teaching actions.

Following Wave 1 support if, on review, the pupil has made inadequate progress, Wave 2 is implemented.

Wave 2: Targeted Additional Intervention, co-ordinated by the SENCo.

Where appropriate a program of research-based interventions may be facilitated by the Learning Enhancement Team to help target a specific area of need that a student needs help to develop.

In some instances, where self-help and quality first teaching approaches have not been sufficient to meet their level of need, students may be withdrawn from a lesson/registration period, in order to attend a small group or one-to-one learning enhancement to work with a member of the SEND Team, which will focus on an identified area of need that requires further support. (Examples of programs such as this are the IDL Interventions for students needing support with literacy and numeracy, Taming the Anxiety Gremlin, Drawing and Talking, Lego Therapy etc.)

For all learning enhancements there is baseline and summative assessment to enable progress and needs to be monitored and, if necessary, the SENCo will recommend next steps a further formal assessment if learning support does not appear to be meeting the pupil's needs.

If, on review, the pupil has made inadequate progress, Wave 3 is implemented.

Wave 3: Specialist Personalised Interventions

This would involve advice, guidance and in a small number of cases face to face regular input from external specialist professionals such as Educational Psychologists, CAMHS, SaLT, OT, Physio etc. If, on review and following significant levels of intervention in school, the pupil has made inadequate progress, the SENCo may, in consultation with parents apply for an Education Health and Care Needs Assessment from the local authority.

Exam Access Arrangements

Students who have been assessed as having a learning difficulty may also be eligible for access arrangements to complete internal examinations and public examinations.

The SENDCo works closely with the Examinations Officer to ensure the JCQ guidelines are met.

In order that the provision of access arrangements in examinations should reflect the candidate's normal way of working, the staff strive, with the support of the SENDCo, to provide access arrangements in assessments carried out in lesson time wherever this can be achieved with a reasonable adjustment.

The SENCo, overseen by the Deputy Head Academic has responsibility for Access Arrangement online applications for GCSE and GCE examinations, such as special considerations or additional time to be made available. These documents and other essential evidence of need are kept by the SENCo for Senior staff and Inspectors to access

Updates about Exam Access Arrangements (EAA) for public examinations are sent to the Examinations Officer when decided. JCQ's guidance for access arrangements are followed.

Review

Teaching staff

Staff are expected to review yearly the pupils' progress in their subject with reference to the difficulties outlined in the Pen Portrait and to make recommendations where possible.

The Voice of the student

The Code of Practice includes a chapter on student involvement.

'Schools ...should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.'

We believe that our students should be involved in making decisions where possible. The ways in which our students are encouraged to participate will reflect students' evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. We believe this will help to make confident students and young adults, who know that their opinions will be valued, who can practise making choices and will be more secure and effective students during their education with us.

The SENCo

The SENCo provides a weekly review drop-in day for parents/carers to attend to meet with the SENCo, all parents of students with SEND are encouraged to meet with the SENCo termly to discuss their child's Pen Portrait and/or SEND Support Plan and review their progress. The reviewed SEND Support Plans and Pen Portraits will be shared with parents and staff to ensure the needs of pupils are being met.

In addition to meeting with students with SEND and parents as part of this process the SENCo will also:

- Gather the views of the student's teachers
- Carry out observations in lessons
- Carry out book looks
- Provide mentoring
- Monitor progress through diagnostic assessments.

Confidentiality

Confidentiality of information will be respected. Selected information from external experts which is needed to make requests to Examination Boards for extra time in external examinations will be given to the Examinations Officer, to the student's Head of Year and Form Tutor and to the Deputy Headmistress (Pastoral). The SENCo will supervise this process, and will add the names of these students to the SEND Register which is shared with all staff via Sharepoint on the SEND Information for Staff section.

All teaching members of staff have access to the names and requirements of students who have been identified as having SEND (or are being monitored for suspected SEND Needs) as part of our graduated response. All members of staff understand the importance of confidentiality in their support of these students.

The School Nurse will store confidential medical information.

Mental Well-Being

The school's Mental Health Provision takes a person-centred, needs-led approach – our focus is to provide each pupil with the right level of support at the right time. It is a graduated response to need - we assess the needs of the pupil, plan the appropriate support, ensure this support is provided, and then review how successful it has been in meeting the pupil's needs.

SEND Training and Support

All staff have SEND INSET training annually in September. In addition, staff are encouraged to take specific courses as part of their Continuing Professional Development. The SENDCo attends conferences on national issues and undertakes regular training on access arrangements for pupils with SEND. Liaison with other SENCOS also provides further expertise upon which to draw.

Reasonable Adjustments in External Examinations

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The

awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a braille paper, which would be reasonable adjustment for a vision impaired person who could read braille, or extra time allowance for student with Specific Learning Difficulties (i.e. dyslexia)

A **reasonable adjustment** may be unique to that individual and may not be included in the list of available access arrangements.

Whether an adjustment is considered reasonable will depend on a number of factors which include, but are not limited to:

- The needs of the learner
- The effectiveness of the adjustment
- The cost of the adjustment
- The likely impact of the adjustment upon the candidate and other candidates

The Equality Act 2010 Definition of Disability

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial effects are long term
- Judging the impact of long-term adverse effects on normal day to day activities
- The clear starting point in statutory guidance is that disability means ‘limitations going beyond the normal differences in ability which may exist among people’

JCQ access arrangements apply only to students with long term substantial needs.

Substantial means ‘more than minor or trivial’. Substantial or adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is minor or trivial. Formal assessment may show that the individual records scores in two areas of provision that qualify for adjustments to be made in external examinations. These include:

- Speed of reading; or
- Reading comprehension
- Speed of writing; or
- Speed of processing measures which have a substantial and long-term effect on speed of working

Long term means that impairment has lasted for at least 12 months or is likely to do so.

‘Normal day to day activities’ could be determined by reference to an individual Pen Portrait which provide strategies for daily support in school, including additional time allowances (not to be confused with ‘rest breaks’), readers, scribes, use of word processor, reader pen, ‘read aloud’. This differentiation is in addition to, or different from, that which is offered to the other students in the class in terms of support strategies or resources, the main aim being to ‘level the playing field’ so that the pupil is not at an unfair disadvantage.

Factors that might reasonably be expected to have a substantial adverse effect include:

- Persistent and significant difficulty in reading and understanding written material where this is in the person's native language, for example because of a learning difficulty or a sensory or multisensory impairment
- Persistent distractibility or difficulty concentrating
- Difficulty understanding or following simple verbal instructions

Factors that might reasonably be expected not to have a substantial adverse effect include:

- Minor problems with writing or spelling
- Inability to fill in a long, detailed technical document without assistance (in the person's native language)
- Inability to concentrate on a task requiring application over several hours.

Access Arrangements

The Access Arrangements spreadsheet (shared with staff through the SEND Information for Staff section on Sharepoint) indicates where specific provision is made so that SEND pupils are not unfairly discriminated against when undertaking examinations. JCQ's guidance for access arrangements are followed and documentation is kept on all SEND pupils to provide a history of need. Modifications such as the awarding of extra time, rest breaks or other modifications such as the use of a laptop are made according to each pupil's need. The arrangements are continuously reviewed, and contingency plans would be put in place as required by a SEND pupil.

What does this mean for staff?

At Alderley Edge School for Girls we aim to comply with the Equality Act 2010 in order to make reasonable adjustments to our assessment processes as appropriate. We liaise with all professionals to ensure reports reflect need and to ensure planning by teachers take into account differing needs and abilities. Effective use of the school's standardised data is available to ensure good planning for teaching and learning. If the school is unable to make reasonable adjustments to meet a prospective pupil's needs, we will consult with the parents and explain why it is not in their child's best interests to attend the school.

Accessibility Policy – see separate policy & plan

Complaints Policy and Procedure – see **Complaints policy**

English as an Additional Language - see **EAL Policy**