



SEND Policy 2021

1. At The Warriner School we are committed to offering an inclusive education to enable pupils to make the best possible progress, whatever their needs or abilities. High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Pupils are entitled to a broad and balanced curriculum that is relevant, appropriate and challenging. Some pupils need educational provision which is **additional to** and **different from** that provided for the majority of pupils. This is Special Educational Provision under Section 21 of the Children and Families Act 2014. A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school

Staff and Governors of The Warriner School work to ensure that all SEND pupils reach their full potential, are fully included in the school community and are able to make successful transfers between different education settings and phases. All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class.

2. AIMS

2.1 The SEND policy reflects the principles of the 0-25 SEND Code of Practice (2014)

We aim to provide a structure for a pupil-centred process which involves the pupil, family, school and other professionals in planning for and implementing high quality, outcomes focussed provision that is consistent across the school. We recognise that each pupil has an individual and unique profile and that some pupils will need additional or different support during their school life. Some pupils may need a significant support throughout their time in school whereas others may need extra support for a short period to help overcome a need at a particular time. We aim to provide all our pupils access to appropriate opportunities for learning and social development to ensure they fulfil their potential and promote their well-being. In particular we will:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met
- Promote confidence and success, encouraging sense of self-worth in pupils of all abilities
- Identify, assess, record and regularly review pupil progress and needs through a graduated approach of 'Assess, Plan, Do, Review'
- Continue to develop a culture of inclusion where all teachers deliver excellent quality teaching using a variety of inclusive teaching strategies which are closely matched to pupil need
- Employ a collaborative approach with learners with an SEN or disability, their families, school staff and external agencies including those from Health and Social Care.



- Set appropriate learning outcomes based on prior achievement, high aspirations and the views of the pupil and family
- Make efficient and effective use of school resources
- Share expertise and good practise across the school and the partnership and with the wider community.
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

2.2 Monitoring and Evaluation

The success of the policy will be evaluated in terms of the following criteria:

- levels of progress in public exams
- levels of success in meeting individual and department targets
- pupil, parents and carers, staff and governor satisfaction with processes
- successful outcomes as measured by the SEN review process
- successful outcomes as measured by the school SEF schedule

Information will be obtained from a range of sources including:

- School Self Evaluation and evaluation of Development Plans
- analysis of pupil tracking data and outcomes
- monitoring by SEN Governor
- Ofsted
- pupil voice
- parent feedback
- review meetings for parents, carers and staff to review outcomes and revise provision in accordance with the SEND Code of Practice (2014)

Related policies

Oxfordshire Dyslexia Policy

Child Protection and Safeguarding Policy

Access to Education for Children with Medical Needs

Accessibility Plan

Attendance Policy

School Discipline and Behaviour Policy

Single Equality Policy



3. IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL EDUCATIONAL NEEDS

3.1 Definition of SEND

Pupils are regarded as having special educational needs if they need educational provision which is **additional to** and **different from** that provided for the majority of pupils. This is special educational provision under Section 21 of the Children and Families Act 2014. A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them.

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

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

Pupils with EAL must not be identified as having a special educational need solely because the language in their home is different from the language in which they are taught.

A pupil is identified as having a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities (Equality Act 2010)

Many pupils with sensory and/or physical disabilities may require adaptations made as reasonable adjustments under the Equality Act (2010)

3.2 Allocation of Resources

All secondary schools in Oxfordshire receive funding for pupils with SEN in the following ways:

- The Base Budget (Element 1 Funding) covers teaching and curriculum expenses as well as the cost of the SENCo
- The Notional SEN Budget (Element 2 funding) covers the additional educational support required. In Oxfordshire this funding is fully delegated.

The Warriner School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. The Warriner provides additional support up to the nationally prescribed threshold. Resources are allocated according to need. The resources available include support staff and specialist teacher time, traded specialist services and materials and equipment. The SENCo works with the Head of School, Business Director and Governors to manage the SEN budget. Details of how resources are allocated will be communicated annually via the SEN Information Report via the school website.



3.3 Areas of Special Educational Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need (SEN) are considered within one or more of the following categories of need:

- Cognition and Learning: learning needs (moderate or severe) and specific learning difficulties (dyslexia, dyspraxia and dyscalculia)
- Communication and Interaction: speech and language needs and Autism Spectrum Disorder
- Social, Emotional and Mental Health Difficulties: including behaviour difficulties, mental health difficulties and disorders such as ADHD and Attachment Disorder
- Sensory and Physical: vision Impairment, hearing Impairment and physical difficulties

3.4 A Graduated Response to SEND

Progress made by all pupils is regularly monitored and reviewed. Concerns noted by the pupil, teachers, parents/carers or other agencies are addressed by the use of inclusive teaching and appropriate strategies within the classroom. Staff are given guidance on how to differentiate for specific pupils and outcomes are reviewed and recorded.

Where a pupil is making inadequate progress or barriers to learning have been raised as issues despite the pupils accessing high quality teaching, staff may seek advice from the SENCo about further assessment of a pupil's needs. At this stage all staff working with a pupil contribute information to build a wider picture of the pupil and parent and pupil views are gathered.

In some cases it will be necessary to seek further assessment from the SEN Team or from external professionals such as a Speech and Language Therapist, CAMHS or an Educational Psychologist. This always involves discussion and agreement with the pupil's parents/carers.

If a pupil is identified as requiring additional and/or different support and meets the moderation criteria set out in the OCC guidance as described in the SEND Code of Practice 2014, then the pupil is placed on the school's Inclusion Profile under the category of School Support. A pupil profile is drawn up and circulated to staff and provision is put in place to work towards meeting identified outcomes.

3.5 Exit Criteria

When a pupil has made sufficient progress in their area of need so that they no longer need any provision which is additional to or different from that which is normally available as part of high quality and differentiated teaching, they are seen as not requiring SEN support. At this point the pupil profile is reviewed and if parents/carers are in agreement the pupil is removed from the Inclusion Profile.



3.6 Statutory Assessment of Needs (EHCP)

A minority of pupils may have more complex needs and require a higher level of support than the school can offer. The school or parents/carers may consider requesting an Education, Health Care Needs Assessment. The evidence gathered through the graduated response will provide evidence of specific needs and barriers to progress which the school presents to the Local Authority. The Local Authority determines when a Statutory Assessment of Needs is required.

Where a pupil has an Education, Health and Care Plan the Local Authority must review the plan every 12 months as minimum. The Warriner School holds Annual Reviews for pupils who have an EHCP and collects evidence regularly to review the plans.

3.7 Pupils with Medical Needs

The Children and Families Act (2014) places a duty on schools to support children with medical conditions. Individual Medical Plans specify the type and level of support required to meet the medical needs of such pupils.

Where pupils also have a special educational need, their provision may be planned with support from health care professionals and with advice from the school nurse. If a pupil has an EHC Plan the medical needs will be specified in the plan. For those with SEND at SEN Support level, the medical needs will be set out in a pupil's profile or an Individual Medical Plan.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

3.8 Children in Hospital

A member of the SLT oversees the process for ensuring pupils who are not able to attend school due to medical needs have access to education. The school liaises with the Oxfordshire Hospital School to ensure pupils in hospital have appropriate curriculum tasks so that they do not fall behind their peers. The process for requesting the Oxfordshire Hospital Schools Outreach Service for pupils who are off school long term is managed by the Assistant Headteacher. (see the Access to Education for pupils with Medical Needs Policy and the Supporting Pupils with Medical Conditions Policy 2014)

4. PROVISION, REVIEWS AND EVALUATION

4.1 Provision

The Warriner School describes the additional and /or different support for pupils in a detailed provision map. This sets out the range of interventions running in an academic year and which pupils are accessing them. Interventions are evaluated through analysis of outcomes. Interventions are reviewed in terms of impact/cost and efficiency. The school adapts interventions annually according to the needs of specific cohorts. The school has a range of integrated provisions such as the Nurture Class for KS3 and Foundation Groups across the year groups in core subjects. The school follows a graduated approach in a waved approach to provision: strategic timetabled SEN classes on the timetable, withdrawal group interventions and highly personalised interventions.



4.2 Reviews

SEND support takes the form of a cycle of assess, plan, do and review. Progress is reviewed with parents, carers or guardians at Parents Evenings, Academic Tutoring reviews and In SEND reviews. Some pupils will need frequent reviews and these can involve the SENCO or Assistant SENCOs, other SEN team members or Head of House. Tracking data and intervention data is shared and discussed and wider outcomes considered. Copies of the review notes will be available for all who attend the meeting. The review is logged in the school data base. For pupils with current statements or EHC Plans, an Annual Review is held in addition to regular reviews. All relevant professionals will be invited to attend or submit a report. The Local Authority is responsible for the review of the EHC Plan. The school pay particular attention to the need to involve pupils with SEND in their reviews and create opportunities for pupils to contribute to reviews using a variety of means such as the use of Power Point, choosing music, making teas and coffees and encouraging pupils to feel comfortable sharing their views. The engagement of parents and carers in the review process is highly valued and the school are proactive in arranging review times to suit parents, taking into account their needs in sharing their view.

4.3 EHA/TAF

Pupils with SEND may also be supported by an EHA (Early Help Assessment) and provision can be made through a Team Around the Family process, which involves regular reviews including external professionals.

4.4 Evaluation

The progress of SEND pupils is monitored regularly through the school data tracking process. The Warriner School self-evaluation process enables departments and pastoral teams to closely monitor the progress of all vulnerable groups including those with SEND. The SENCO evaluates the use of the SEN funding, resources and staffing alongside the impact of interventions and progress of all SEND pupils throughout the year and completes an annual SEN report to governors.

5. Supporting Pupils and Families

5.1 Families

The school values and accepts the positive role and contribution parents and carers can make. We make every effort to work in full cooperation with families, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure their child's needs are identified properly. The Warriner School endeavours to support parents and carers so they are able to:

- Feel listened to and taken seriously should they raise a concern about their child and have their views about how their child is educated taken into account
- Understand procedures and documentation
- Have access to information, advice and support about special educational provision
- Receive accurate information when they meet their child's teachers so they have a full picture of their child's skills and abilities and behaviour.



The Warriner School provides a range of support for parents including information on the school's website, the SEN Information evening for year 7s, online homework diary, regular review meetings and access to advice and guidance from specialist staff. The Local Offer on the OCC website includes details of all services available to pupils with SEND and has links to information from the DFE regarding the Code of Practice. We welcome any offers of expertise from parents/carers and can also respond to requests to provide workshops on particular topics. Parents/carers are encouraged to seek help and advice from Oxfordshire SENDIASS which provides impartial and independent advice, support and information on special educational needs.

5.2 Pupils

All pupils should be involved in making decisions where possible. Participation in education is a process that will necessitate pupils making choices and we aim to help them understand that their views matter. At The Warriner School we encourage pupils to participate in their learning by:

- Contributing to reviews and having an input in deciding potential outcomes
- Talking to TAs and teachers about their learning
- Responding to marking feedback in their books
- Participating in form, house and subject individual reward and commendation systems
- Contributing to the school self-evaluation process through regular pupil voice surveys or focus groups

We recognise that for some pupils with SEND giving their views may be challenging, so we seek out innovative ways to increase pupil engagement such as the development of WIN Learning Ambassadors and representatives on the student leadership body.

6. PARTNERSHIP WORKING

6.1 Transition

The Warriner School and MAT primaries have close links with partnership primaries and with other schools and colleges. We recognise that transition is an exciting but potentially stressful time for pupils with SEND and their families. We ensure that information is shared between schools and that additional transition visits are set up for pupils who need a gradual approach.

Pastoral and SEN staff visit schools sending SEND pupils to The Warriner School and can attend transfer reviews. Where possible the SENCo or Assistant SENCOs will attend all reviews for pupils with EHC plans in Year 6.

Pupil Profiles are shared between settings, and staff at The Warriner School have access to comprehensive information about pupil's needs prior to transition. Pupils with SEND transferring in-year may need additional support during transition and this can be set up in the form of buddies, Key Worker time and a phased timetable.



The Warriner School

6.2 Partnership with Local Schools

There is an established Warriner Partnership SENCO Network which actively shares expertise and information. Good practice is shared across the schools. The school participates in the Locality Inclusion Briefings and networks with SENCOs across the area.

6.3 Partnership with External Agencies

The school is supported by a wide range of different agencies and teams. The school buys in Educational Psychology and Inclusion Consultant support as traded services. The school works closely with SEND Advisory Teams, the Speech and Language Therapy Service and the Banbury Early Intervention Service. The school has close contact with Social Services, the Community Police Officer and Mental Health Services (CAMHS and PCAMHS).

6.4 Partnership with the Communication Interaction Resource Base

The SENSS Communication and Interaction Resource Base (CIRB) is a specialist secondary provision situated within The Warriner School. It provides specialist secondary support for students with communication and interaction difficulties as part of the SENSS countywide provision.

The CIRB works closely with the Warriner Inclusion Network (WIN), as well as sharing a purpose-built building providing bespoke accommodation. This partnership with The Warriner School enables students to access the full range of educational opportunities ranging from full inclusion in mainstream classes to tailored learning according to the needs of the individual.

Admission to the Base is through a separate admissions process managed by the Local Authority.

7. ROLES AND RESPONSIBILITIES

7.1 Provision for pupils with special needs is a matter for the school as a whole. In addition to the Academy Committee, Head of School and SENCO, all members of staff have important responsibilities.

7.2 Academy Committee (Governing Body)

In relation to SEND the Academy Committee will ensure that:

- SENCO is a qualified teacher and has undertaken an SEN qualification (for new SENCOs this will be the NASENCO award)
- all staff are aware of the need to identify and provide support for pupils with SEND
- the school has regard for the SEND Code of Practice
- SEN provision is part of the School Development Plan
- school prepares a SEND information report and arrangements for the admission of pupils with disabilities
- steps are taken to ensure the school follow guidelines from the Equality Act (2010) and ensures pupils with disabilities have equal access to all areas of school.
- a Link Governor is involved in the development and monitoring of SEND provision.



7.3 The Head of School

The Head of School is responsible for the day to day management of all aspects of the school including provision of pupils with special needs. The Head of School keeps the Academy Committee fully informed on special educational needs issues. The Head of School works closely with the SENCo to ensure all staff have access to CPD relating to SEND. The Head of school monitors teaching and learning of SEND pupils and ensures teachers and support staff are using pupil profiles and inclusive learning strategies to match tasks to pupil need.

7.4 The Special Educational Needs Coordinator

In collaboration with the Head of School and the Academy Committee the Assistant Headteacher and the SENCo determine the strategic development of the SEND policy and provision with the aim of raising achievement of pupils with SEND. The SENCo takes day to day responsibility for the operation of the SEND policy and coordinates the provision for pupils with SEND, working closely with parents/carers, staff and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching for pupils with SEND.

Through analysis and assessment of pupil's needs and by monitoring the quality of teaching and standards of pupils' achievements, the SENCo aims to develop effective strategies across the school to minimize barriers to learning and maximize outcomes.

The principal responsibilities of the SENCo include:

- overseeing the day to day operation of the SEND policy
- coordinating provision for pupils with SEND
- advising on the graduated approach of assess, plan, do and review
- maintaining the Inclusion Profile and the records of all pupils with SEND and ensuring they are kept up to date
- advising on the deployment of the SEN Delegated Budget and other resources to ensure pupils' need are met effectively
- liaising with parents/carers of pupils with SEND
- ensuring that transition arrangements for pupils with SEND are in place to support a smooth transition into or out of The Warriner School
- coordinating and carrying out assessments and observations of pupils
- contributing to and coordinating CPD of staff in relation to SEND
- liaising with external agencies , arranging meetings and providing a link between these agencies and staff, pupils and families
- monitoring the impact of interventions provided for pupils with SEND
- liaising with the Local Authority in relation to SEND and EHCPs
- working with the Head of School and Academy Committee to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- leading on the development of high quality SEND provision as an integral part of the school development plan

7.5 All Teaching and Support staff

All staff are aware of the SEND policy and the procedures for identifying, assessing and providing for pupils with special educational need. Subject teachers are accountable for the progress of all pupils in their classes including pupils with SEND. Class teachers are responsible for setting suitable challenges and facilitating effective learning experiences in response to pupils' diverse needs in order to remove potential barriers to learning. The process should include working with the SENCo and Teaching



Assistants to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

All staff are expected to be aware of pupil profiles and be confident in communicating with parents about a pupil's needs. Parents should feel confident that subject teachers are aware of individual needs and are using a range of strategies to endeavor to meet those needs.

Teaching Assistants liaise with subject teachers and the SENCo in order to improve outcomes for the pupils they support. Subject teachers should communicate with Teaching Assistants in class and provide clear direction relating to next steps in learning for pupils with SEND. Teaching Assistants have a range of specialisms through being allocated to a particular subject area or by developing a specific focus such as autism or literacy. Teaching Assistants play an important role in implementing intervention plans and monitoring progress of pupils. They contribute to review meetings and communicate with parents/carers. All support staff are provided with training and information relating to the supervision and inclusion of pupils with more complex needs.

8. COORDINATING AND MANAGING PROVISION

8.1 Communication

To enable the SENCo to coordinate provision for pupils with SEND, effective communication is vital. The SENCo liaises with Governors, Subject Leaders and Pastoral leaders through:

- Fortnightly student focus meetings by Year Group
- Subject Leader meetings where appropriate
- Governor link meetings

8.2 Information

Information on SEND is disseminated in the following ways:

- Student Information Booklets, Pupil Profiles, Individual Behaviour Plans, Personal Evacuation Plans (PEEPS) and Risk Assessments shared with staff and held in Department Share
- Go for Schools data system- SEN flagged
- Updated Inclusion Profile held electronically; available on both Go4Schools and MS Teams
- Guide to High Quality First Teaching
- CPD sessions and INSET days
- Staff briefings and staff meetings
- Consultation sessions
- Lesson observations and feedback
- Individual files for pupils on the Inclusion Profile held in WIN and accessible to all staff

8.3 Provision

The Warriner School recognizes the wide diversity of pupils in the school community and views this diversity as a rich resource to enhance the learning and understanding of all its members. We encourage all of our pupils, including those with SEND, to take a full and active part of the life and work of the school.

Pupils are grouped in classes according to age and/or ability. All staff provide a differentiated curriculum suitable for all pupils to ensure access at all levels. Pupils with particular needs are



included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adapted. Sometimes it may be appropriate to withdraw a pupil sensitively to work individually or in a small group with a Teaching Assistant or specialist teacher in order to acquire, reinforce or extend skills more effectively. Provision for pupils with SEND is intended to enable the greatest possible progress in curriculum areas or in personal development, including social and emotional skills.

Provision is recorded via a provision map and interventions communicated to key staff. Pupil profiles include a record of individual provision. Decisions about provision are discussed at Raising Standards meetings and Student Focus meetings and communicated to staff involved. Efforts are made to ensure provision is targeted and has clear aims. Resources are managed by the SENCo and allocated to pupils or groups according to need.

8.4 Facilities

The Warriner Inclusion Network (WIN) has two classrooms, two small group/1:1 rooms and two offices. There is an accessible toilet and shower in the WIN building. The Communication, Interaction and Resource Base shares the WIN building which enables some sharing of space and resources. There are 3 small classrooms/ small group rooms in the farm building for the use of WIN and the CIRB. There is a StudyZone provision as part of the WLC which is also accessed by SEN pupils, primarily in Key Stage 4. WIN has developed a small garden area at the back of the building which is used as part of the life skills curriculum.

9. STAFF TRAINING

The Warriner School believes that the best intervention is through high quality creative, structured and inclusive teaching in the classroom. The school invests time in monitoring the quality of teaching and providing CPD and support for teachers in order to improve the outcomes of vulnerable learners.

All staff have regular CPD related to quality first teaching. The SEN team provides regular CPD on aspects of SEND to which all staff are expected to attend. Opportunities to participate in CPD delivered by external agencies are offered to staff. Teaching Assistants are engaged in ongoing training through the school's Support Staff CPD programme and departmental meetings.

The SEN Team offer ongoing advice and guidance to staff through lesson dips, collaborative working, observations and consultation. There is expertise within departments and teachers and support staff are encouraged to share good practice within and across teams.

10. ARRANGEMENTS FOR COMPLAINTS

The Warriner School aims to be open and transparent in its provision for pupils with SEND and aims to develop good relationships with families in order to work collaboratively in the best interests of children. Should pupils or families be unhappy with any aspect of provision they should discuss the issue with the tutor or subject teacher in the first instance. For an issue that might need time to explore fully, an appointment should be made with the SENCo. In the event of a formal complaint, parents and carers are advised to contact the Head of School (see Complaints Procedure).



APPENDIX 1: CONTACTS

Service:	Name:	Contact Details:
Communication & Interaction Resource Base	Teacher in Charge: Kamile Feike	The Warriner School Bloxham Banbury OX15 4LJ k.feike@warriner.oxon.sch.uk Tel: 01295 720777
OCC SEN Officer:	Clare Morris (School age team – yr 7 and 8) Kristine Neal (Preparation for adulthood – yr 9 onwards)	Samuelson House Tramway Road Banbury OX16 5AU clare.morris@oxfordshire.gov.uk Kristine.neal@oxfordshire.gov.uk Tel: 01865 323874
Oxfordshire SENDIASS		Parent Partnership Service Freepost SCE11489 Oxford OX1 1ZS Tel: 01865 810516
Special Educational Needs Support Service (autism outreach, physical difficulties, visual and hearing impairment and Down’s Syndrome/complex needs)	SENSS	The Wheatley Centre Littleworth Road Wheatley OX33 1PH Tel: 01865 456702
Meadowbrook College	Headteacher:	The Harlow Centre Raymund Road Marston Oxford OX3 0PG officeox.1106@meadowbrook.oxon.sch.uk Tel: 01865 253198
Educational Psychology Service	Kathryn Davidson	Samuelson House Tramway Road Banbury OX16 5AU kathryn.davidson@oxfordshire.gov.uk Tel: 01865 895391
Speech and Language Therapist	Jane Harrison	Jane.harrison@oxfordhealth.nhs.uk Tel: 07810 483059
Child & Adolescent Mental Health Service	CAMHS	Orchard Health Centre Cope Road Banbury OX16 2EZ Tel: 01295 810090
Primary CAMHS	Clinical Team Leader:	Orchard Health Centre Cope Road Banbury OX16 2EZ Tel: 01295 819138



Service	Name:	Contact Details
Locality Community Support Service		New Futures Centre Hilton Road Banbury OX16 0EJ Tel: 01865 328440
Oxfordshire School Inclusion Team (OXSIT) (Vulnerable Learners)	North contact Jane Elvidge	County Hall New Road Oxford OX1 1ND Jane.Elvidge@Oxfordshire.gov.uk vulnerable.learners@oxfordshire.gov.uk Tel: 01865 897750
Locality Social Work North lead:	Jo Lloyd	Samuelson House Tramway Road Banbury OX16 5AU Jo.Lloyd@oxfordshire.gov.uk Tel: 01865 816670
School Nurse	Sarah Ells	The Warriner School Bloxham Banbury OX15 4LJ Tel: 01295 720777

Assistant Headteacher: Alex Greenhalgh, BA Hons History and Politics, SENCO Award, Post Graduate Certificate in Specific Literacy Difficulties.

SENCo: Selina Chard

BA (Hons) Geography, PGCE, Post Graduate Certificate in Specific Literacy Difficulties

CPT3A – Assessing for Access Arrangements

POLICY UPDATED BY Selina Chard and Alex Greenhalgh; February 2021

POLICY APPROVED BY THE ACADEMY COMMITTEE ON 11TH FEBRUARY 2020

NEXT REVIEW DUE: February 2022