



# COMBINED SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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## **1. INTRODUCTION**

This policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEN Information Report. It complies with Section 19 of the Children and Families Act 2014.

It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0 – 25 (January 2015)
- School Admissions Code of Practice (December 2014)
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Statutory Guidance on Supporting pupils at school with medical conditions (December 2015)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the SENDCO, in liaison with SLT (School Leadership Team), all staff and parents of students with SEND.

The person responsible for co-ordinating the provision of education for students with SEN at the school is the SENDCO.

The Chair of the Standards Committee is currently the designated representative of the Governing Body responsible for monitoring SEND at the Trust. Mrs Zeltser can be contacted via Mrs Oskis either by telephone on ext.: 210 or email [l.oskis@hasmonean.co.uk](mailto:l.oskis@hasmonean.co.uk)

## **2. STATEMENT OF PRINCIPLE**

All students have the right to achieve their maximum academic and social potential. The SEND policy for Hasmonean Multi-Academy Trust ("The Trust") seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. The Trust believes that students have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

## **3. AIMS**

The aims of our SEND policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that students with SEN engage in the activities of the school alongside students who do not have SEN.

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use all reasonable endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and Interaction
  - Cognition and Learning
  - Social, Emotional and Mental Health
  - Sensory/physical
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### **4. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

##### **4.1 What are special educational needs (SEN) or a disability?**

At our Trust we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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

*Disability: Many children and young people who have SEN 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.*

##### **4.2 Identification of special educational needs (SEN)**

We recognise the importance of early identification and aim to identify students’ special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the School needs to take. As part of this process the needs of the whole child are considered, not just the special educational needs of the child/young person.

The School also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the School takes place on a half-termly basis. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents have concerns relating to their child's learning these should initially be discussed with their Year Leader. This then may result in a referral to the School SENDCO.

## **5. SEN SUPPORT**

Class/subject teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in the School and increase their access to the taught curriculum.

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

- Classroom observation by the senior leadership team, department leaders and the SENDCO
- Ongoing assessment of progress made by students with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Teacher meetings with the SENDCO to provide advice and guidance on meeting the needs of students with SEND
- Student and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records.

All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as parents evening. Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the School considers their child may require SEN support and their partnership sought in order to improve attainments.

## 5.1 Action relating to SEN support/interventions follow an Assess, Plan, Do and Review model

Whole-school provision planning takes place, with responsibility shared between teachers, the SENDCO and SLT.

**1. Assess:** Data on the student held by the school will be collated by the data manager and SENDCO in order to make an accurate assessment of the student's needs.

The literacy skills of all students are assessed on entry. Some students are identified for further detailed formative and setting assessments. Any student identified with a special/additional educational need will be included on the Trust Support register. Parents are invited to discussions to support the identification of action to improve outcomes. A letter will be sent out<sup>1</sup> to parents and a parent drop-in morning arranged for parents wishing to have these conversations.

**2. Plan:** Teachers plan using information about a student's prior attainment, differentiating tasks to ensure progress for every student in the class.

When a student has been identified as having special/additional educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCO and/or external specialists. These are included on a strategy sheet. Some students may require specific literacy, language and/or social/emotional interventions. These are delivered by suitably trained members of staff.

Strategy sheets are available to all staff teaching any student on the staff common area of the network.

In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. A room to carry out physiotherapy, occupational therapy, counselling, and meeting with external professional exists for both boys and girls to use on each Campus.

**3. Do:** School support will be recorded and all students have a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded. Student progress against targets is monitored at least termly.

Action to support students could take the form of in-class interventions and/or withdrawal interventions. Students receiving additional school support and monitoring are included on the School Support register. There is now a single category of support, **School Support (known nationally as SEN Support)**. This support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring or an intervention group to address a particular area of need. All support interventions are time limited.

**4. Review:** Progress towards attainment outcomes are tracked and reviewed and further informal/formal assessment of student learning may take place.

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

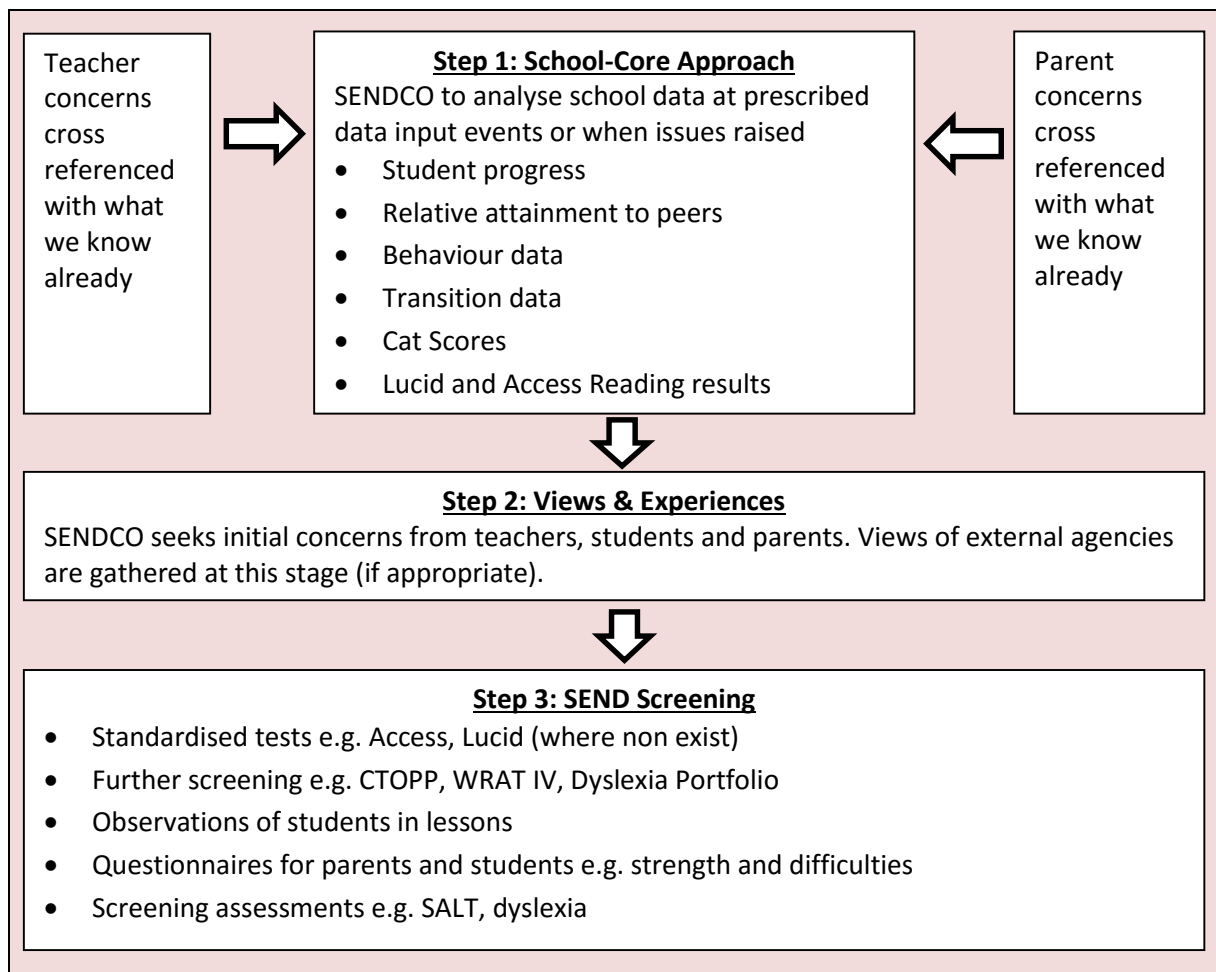
The effectiveness of SEN support/interventions are monitored on a termly basis by the SENDCO. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEN Profile.

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

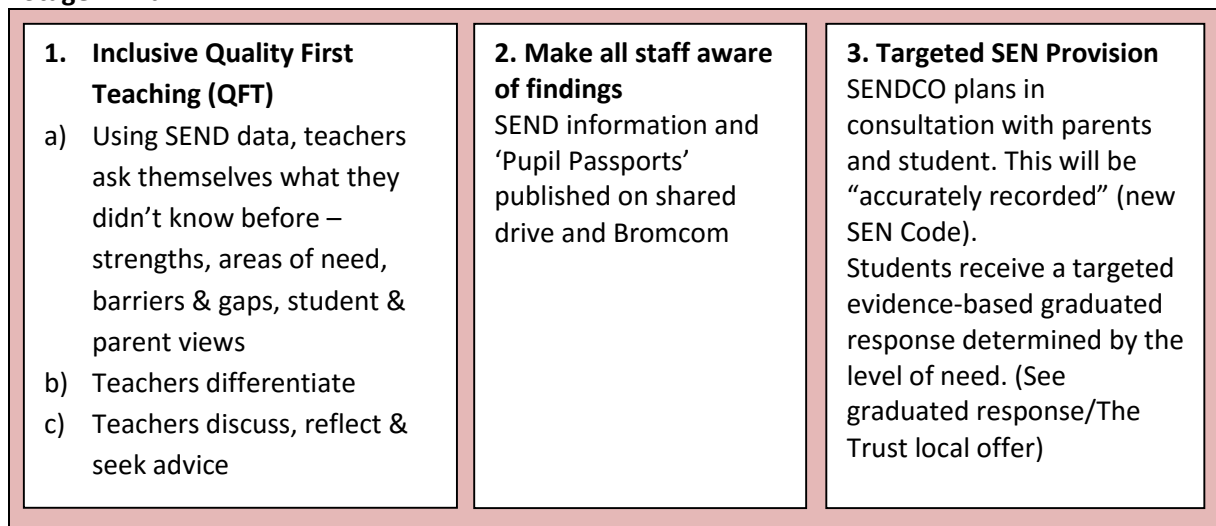
- Autism and Sensory Support
- Counselling service
- Child & Adolescent Mental Health Service
- Alternative Provision
- Educational Welfare Officer
- Social Services
- Youth Services
- School Nurse
- Team Hearing Impairment team
- Visual Impairment team
- Speech and Language Service
- Educational Psychologist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

### **Diagram of the Assess, Plan, Do, Review Model**

#### **Stage 1: Assess**



**Stage 2: Plan**



**Stage 3: Do**

|  |   |   |   |
|--|---|---|---|
| <p>1. Teachers are responsible for planning and assessing the impact of interventions<br/><b>(Teachers' Standards)</b></p> | <p>2. Teachers liaise closely &amp; work in partnership with TAs to set differentiated Learning Objectives (LOs) &amp; create differentiated resources. TAs record liaison, partnership &amp; student progress against LOs on TA lesson-by-lesson recording system.</p> | <p>3. Teachers will track and monitor progress of all students &amp; reflect such progress on trackers and seating plans.</p> | <p>4. SENDCO &amp; DoLs are responsible for line managing TAs and teachers respectively to ensure that planning &amp; assessing occurs.</p> |
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#### Stage 4: Review

|   |   |   |   |
|---|---|---|---|
| <p>Teachers with the support of SENDCO should revise support in light of students' progress, in consultation with parent and student.</p> | <p>2. Teachers &amp; TAs liaise &amp; use student progress data to reflect and alter: teaching styles, targets &amp; LOs where progress against targets &amp; LOs are not being met on a lesson-by-lesson basis</p> | <p>3. TAs record automatically this review process.</p> | <p>4. SENDCO, SEND Managers &amp; DoLs are responsible for line managing this process of review for both TAs and teachers</p> |
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The needs of the majority of students will be met from within the school's own resources. The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- A proportion of the funds allocated per student to the School to provide for their education called the Age Weighted Student Unit.
- The Notional SEN budget. This is a fund devolved to Academies to support them to meet the needs of students with SEND.
- The Pupil Premium funding provides additional funding for students who are eligible for or who have recently been eligible for Free School Meals (Ever 6), who are in the care of the local authority or whose parents are in the Armed Services.

Some students will have a higher level of need. Additional funding to support these students is available from the Local Authority High Needs Block. To receive additional funding, the School will provide to the Local Authority a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the student in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the School's Educational Psychologist or SENDCO, in consultation with the parents and the student. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where the special educational needs or disability of a student without a statement or EHCP is deemed to be causing a continued barrier to them making progress against their targets despite all interventions, the school will liaise with the local authority, parents and student and apply for an EHCP. An application will be made if considered appropriate by the SENDCO. The normal



procedure for this is involvement of an educational psychologist and then application to the local authority using the required form.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, the School will consider applying for an Education Health and Care Plan to the Local Authority.

## **5.2 What support will there be for children's overall well-being?**

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

- Personal, Social, Health and Economic (PHSE) issues are integrated into the curriculum primarily but not exclusively through Jewish Studies. This aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- An evaluated assembly topics covering personal, social, health and economic issues as well as those associated with being a British citizen.
- Student and Parent voice mechanisms are in place and are monitored for effectiveness by the Local Governors
- Informal educators
- Small-group intervention. This aims to improve interaction skills, emotional resilience and well-being.

## **5.3 How will students with SEND be included in activities outside the classroom including physical activities and School trips?**

- The School provides a range of extra-curricular activities, details of which can be found on the School website. All students, including those with SEND are encouraged to attend.
- Risk assessments are carried out and procedures are put in place to enable as many children to participate in as many School activities as possible.
- The School will endeavour to ensure that it has sufficient staff expertise to support students engaged in physical activities and on school trips.

# **6. WORKING WITH STUDENTS AND FAMILIES**

## **6.1 Admissions**

The Trust operates two schools on separate campuses, a boys school and a girls school. Wheelchair access is variable throughout the girls' school through all areas of the school can be reached. Access at the boys' school has been improved with the installation of a lift in the main building.

The School ensures that students with SEND are admitted on an equal basis with others in accordance with its Admissions Policy.

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

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

- The family does not comply with the admissions criteria for the school in terms of religious ethos

Before making the decision to name the Trust in a child's EHCP, the local authority must consult with it and will send the Local Governing Body a copy of the EHCP inviting the Trust to comment on the above two points. The local authority must then consider the Trust's comments very carefully before it makes a final decision on placement. In addition, the local authority must also seek the agreement of School where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

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

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

Attainments towards the identified outcomes will be shared with parents half termly through feedback and also through the school reporting system and parents evenings.

Parents may also find the student planner diary a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, Departmental Leader, the SENDCO or Year Leader, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. In the event that parents feel the need for further discussion they can then request to meet the Assistant Head responsible for Student Development. Please contact the School office on 020 8203 1411 who will arrange this appointment for you.

SEND students are identified as a group who are particularly vulnerable in the KCSIE guidance. The school will therefore ensure that all guidance relating to child protection and safeguarding is closely adhered to in this regard.

## **6.3 How will parents be helped to support their child's learning?**

The class/subject teacher or SENDCO may also suggest additional ways of supporting your child's learning.

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

For students with SEN but without a statement of special educational need/EHCP, the decision regarding the support provided will be taken in consultation with parents.

For students with a statement of special educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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

This will be through:

- Discussions with the year Leader and SENDCO
- During parents evening
- Meetings with support and external agencies

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

If parents wish to discuss their child's special educational needs or are unhappy about any issues regarding the School's response to meeting these needs they are encouraged to contact the following member of staff in the order outlined:

- The child's year leader
- The SENDCO
- The Assistant Head responsible for Student Development and Progress
- The Head Teacher
- The SEND Governor

## **6.7 Support services for parents of students with SEN:**

See the SEND Information Report in the appendices for further contacts.

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact on the nearest PPS can be located via <http://www.parentpartnership.org.uk/>

For parents who are unhappy with the Local Authority or School responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free services is located here: <http://preview.tinyurl.com/qx5a8vq>

Parents and carers can also appeal to the First-tier Tribunal (Special Educational Needs and Disability) (part of HM Courts and Tribunal Service) if they disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the First-tier Tribunal if you believe the School or council has discriminated against your disabled child. Information on this process is available here: <http://preview.tinyurl.com/ovg4so3>

Information on where the Local Authority's Local Offer can be found here: [http://www.barnet.gov.uk/info/920012/the\\_local\\_offer\\_and\\_special\\_educational\\_needs/1217/the\\_local\\_offer\\_and\\_special\\_educational\\_needs](http://www.barnet.gov.uk/info/920012/the_local_offer_and_special_educational_needs/1217/the_local_offer_and_special_educational_needs)

## **6.8 Transition Arrangements**

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

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

#### **On entry:**

- A planned introduction day is delivered in the Summer term to support transfer for all students starting School in September
- An additional transition morning is delivered after this date specifically for students identified as SEND through transition meetings

- The SENDCO will be invited to attend the final annual review at the primary school in year 6.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the School routine
- The SENDCO meets with new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry
- If students are transferring from another setting, the previous School records will be requested immediately and a meeting set up with parents to identify and reduce any concerns

### **Transition to the next Stage, preparation for adulthood and independent living**

#### **After school:**

The Trust adheres to the guidance in *Careers guidance and inspiration in Academies: Statutory guidance for governing bodies, School leaders and School staff April 2014* <http://preview.tinyurl.com/mn5muuo>. The Trust has in place a careers programme that is delivered for Year 7 to Year 13. The Trust has trained staff who provide careers guidance to students from year 9 to 13 including trained specialists for applications to higher education.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHCP or Statement, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **7. SUPPORTING STUDENTS AT THE SCHOOL WITH MEDICAL NEEDS**

- Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the School nurse and parents and if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the School nurse as being competent
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting students at School with medical conditions (DfE) 2015.
- The Trust holds a separate policy which provides more detailed information on how the school supports students with medical needs

### **8. MONITORING AND EVALUATION OF SEND PROVISION**

Monitoring and Evaluation of SEND provision is integral to the Assess, Plan, Do and Review Model. It forms an essential part of whole School monitoring, evaluation and review (MER). This includes half-termly progress reviews, observations of teaching and learning, learning walks, book looks and sampling of parent, student and staff views. The SEND Local Governor makes regular visits and completes an annual audit with feedback to the Local Governing Body.

## 9. TRAINING

School staff will have received a range of training at three levels; awareness, enhanced and specialist.

Awareness training will be provided to all staff on:

- How to support students with speech, language and communication needs
- How to support students on the autistic spectrum
- How to support students with SpLD, including those with dyslexic or dyspraxic needs
- How to support students with social and emotional needs
- How to support students with sensory needs

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCO to explain the systems and structures in place around the School's SEND provision and practice, and to discuss the needs of individual students. On-going training is provided through the School's regular whole-school Inset programme. Enhanced and specialist training is provided where students present with rarer difficulties. This enhanced and specialist training and support is available from specialist teachers or therapists.

Specialist training is provided in the following ways:

- All SEN staff attend inset days and appropriate training sessions
- A Speech and Language Therapist will contribute to the assessment plan, do and review cycle. Guidance for the Local Governor with specific responsibility for SEN
- The SEN Manager attends Local Authority SENDCO meetings in order to keep up to date with local and national updates in SEND

## 10. ROLES AND RESPONSIBILITIES

The Headteacher has overall responsibility for SEND at the Trust. The Headteacher delegate responsibility to the SENDCO, Assistant Headteacher and Heads of Year and Directors of Learning but are still responsible for ensuring that all students' needs are met and they make the best possible progress. The Headteacher makes sure that the Local Governing Body is kept up to date about all issues in the School relating to SEND.

### **For students**

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self- evaluation and review.

### **For Parents and Carers**

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

### **For Teachers**

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary.
- Personalized teaching and learning for your child

- Ensuring that the Trust's SEND Policy is followed in their classroom and for all the students they teach with any SEND
- To plan teaching effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To ensure that strategy sheets are used as part of the lesson planning process.
- To work in collaboration with the SEN department to develop resources and ensure effective use of support, including partnership teaching.

#### **For Directors of Learning**

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

#### **For the SENDCO**

- To identify student need accurately and ensure support is targeted efficiently and effectively.
- To maintain and update the School's SEND Support register.
- To work with subject areas to develop resources and/or deliver CPD to support student learning so that students are achieving in line with national expectations and in line with their ability.
- To establish systems that ensure statutory requirements are met for SEND under the SEND Code of Practice.
- To deploy staff and resources according to the needs of the students.
- To agree a programme of professional development with the Senior Leadership Team that will ensure all staff have the knowledge skills and understanding to support those students with SEND.

#### **For Teaching Assistants and Intervention Tutors**

Teaching Assistants are line managed by the SENDCO.

- To work with teachers and support students so that students with SEND are able to access the curriculum and make expected or good/outstanding progress
- To empower students to develop effective strategies that enable them to become independent learners
- To provide effective 1:1 and small-group support for students which enables them to meet their individual targets
- To implement specialist-support strategies within the classroom
- To provide robust feedback and tracking data

#### **For the Senior Leadership Team**

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

#### **For the Governors**

- To review and agree the SEND policy annually
- To ensure that the School has appropriate provision and has made necessary adaptations to meet the needs of all students at the School, including those identified as SEND
- To make regular visits to monitor provision within the School

**The Trust has four trained Child Protection Officers responsible for Safeguarding.**

**The Headteacher at both sites are responsible for Pupil Premium / LAC funding**

**The School Services Officer is responsible for managing school's responsibility for meeting the medical needs of students**

## **11. STORING AND MANAGING INFORMATION**

Please refer to whole-School Data Protection Policy.

## **12 ACCESSIBILITY**

Our Accessibility Plan (statutory requirement) describes the actions the School plans to take to increase access to the environment, the curriculum and to printed information.

## **13. DEALING WITH COMPLAINTS**

For complaints, please contact the SENDCO in the first instance. He will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome of the complaint, the complaint should be put in writing and addressed to the Assistant Head responsible for Inclusion who serves as the line manager for SENDCO. If the matter is not resolved, the matter will then be referred to the SEND Local Governor who can be contacted via Mrs Oskis either by telephone on ext. 210 or email [l.oskis@hasmonean.co.uk](mailto:l.oskis@hasmonean.co.uk)

## **14. BULLYING**

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

## **15. WHISTLEBLOWING REGARDING SAFEGUARDING**

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Concerns should be raised with the Designated Senior Person or the Headteacher or CEO where possible, before escalating to the Local Governors via Mrs Oskis, Clerk to the Governing Body if necessary. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them. General guidance can be found at: <https://www.gov.uk/whistleblowing>. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns internally regarding child protection failures. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **16. REFERENCES**

The SEND Code of Practice (June 2014) <http://preview.tinyurl.com/nenth62>. This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Supporting students at School with medical conditions <http://preview.tinyurl.com/p4qu8ar>.

**Reviewed by Stone King April 2019**  
**Approved by the Trustees April 2019**  
**Next Review: April 2020**