

Bubwith Community Primary School



Special Educational Needs & Disabilities (SEND) Policy

2015 - 2016

Background

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- The Equality Act 2010: Advice for Schools DfE February 2013
- The SEND Code of Practice: 0 to 25 years, July 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Needs – April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document
- The school's Child Protection Policy
- The school's Accessibility Plan
- Teachers' Standards 2012

Governor responsible for SEN:

Mrs H.Thorburn

Headteacher:

Mrs J.Marshall

SENCo:

Mrs J.Marshall

SENCo Qualifications:

SENCO is a member of the Senior Leadership Team and is an experienced SENCo.

Contact details:

Telephone: 01757 288261
e.mail: bubwith.primary@eastriding.gov.uk

SEN Consultant:

Miss I Hartley

SEN Qualifications:

BA Hons; PGCE Children with Learning Difficulties; PG Dip. Dyslexia; PG Cert. Autism; PG Cert. Speech and Language Difficulties

This policy will be reviewed annually.

Drafted: January 2016

Governor reviewed: Spring 2016

Introduction

At Bubwith Community Primary School, we have high aspirations for all of our pupils and believe that high quality teaching is an entitlement for all pupils. However, we recognise that some pupils will need something **additional to** and **different from** the provision made for the majority of pupils i.e. they will require special educational provision.

At Bubwith School, we believe that:

- **All teachers are teachers of pupils with Special Educational Needs**
- **Every teacher is responsible and accountable for the progress and development of all pupils in her / his class.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. We understand that meeting the needs of pupils with SEND requires partnership working among all those involved – pupils, parents / carers, school, the Local Authority, pupils' services and all other agencies

School Admissions

No pupil will be refused admission to the school on the basis for his or her special educational need. In line with the Equality Act of 2010, we will not discriminate against disabled pupils in respect of admissions for a reason related to their disability. We use our best endeavours to provide effective educational provision.

Aims

Through this policy, we aim to:

- ensure the school has a coherent and consistent approach towards the identification of and provision for pupils who have special educational needs and additional needs
- ensure that the school works within the guidance provided in the SEND Code of Practice 2014 for the identification assessment, support and review of special educational needs.
- operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

Identification of Pupils with SEND

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is **'additional to or different from'** the normal differentiated curriculum. This may be on an on-going basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

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

Cognition and Learning

Pupils with learning needs may learn at a slower pace than other pupils and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Pupils with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder
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Communication and Interaction needs

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)
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Sensory and/or Physical needs

Some pupils require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties. Some pupils with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Additional Factors - Not Special Educational Needs

There may be other factors which may impact on progress and attainment but which are not defined as special educational needs. These include:

- Disability – the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation. However, these alone do not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a member of the Services

A Graduated Response to SEND

The school has a clear and well defined process through which it identifies and manages pupils with SEND.

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Parents / carers are encouraged to raise initial concerns with the class teacher. Concerns raised by members of staff are referred to Mrs J.Marshall, the school's Special Educational Needs Co-ordinator (SENCo), for initial consideration and advice. Following discussion with the SENCO, the class teacher will be asked to collect evidence of the pupil's work and, if a lack of progress is evident, or a pupil falls behind his / her peers, additional support will be planned, implemented and evaluated by the class teacher. A record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their class teacher who is required to provide high quality teaching and learning opportunities differentiated for all pupils. Class teachers are responsible and accountable for the progress and development of pupils in the class they teach, including where pupils access support from teaching assistants or specialist staff. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

- be similar to that of peers;
- match or better the pupil's previous rate of progress;
- close the attainment gap between the pupil and their peers;
- prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCo) to explore if a pupil has a significant learning difficulty and agree appropriate support. The class teacher, SENCo and school's SEN Consultant will consider all the information gathered from within the school about the pupil's progress to date, alongside national data and expectations of progress. In addition, any high quality and accurate formative assessment which has been undertaken will also be considered.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. The school also employs its own SEN Consultant Teacher. Prior discussion and agreement with the pupil's parents/carers will take place before referral or request for advice are made.

When considering whether a pupil has a special educational need any of the following may be evident:

- the pupil makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- the pupil shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- the pupil shows persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;

- the pupil has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- the pupil has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- the pupil's emotional or behavioural difficulties substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- the pupil has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- the pupil has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and putting effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review**.

For pupils with low level special educational needs the cycle of **Assess, Plan, Do and Review** will fit into the regular termly assessment and planning cycle for all pupils. These are known as Pupil Progress Meetings. For those pupils with more complex needs or for whom a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Pupil Progress Meetings.

Graduated Response

Assess

- In identifying a pupil as needing **SEN support** the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data will also be considered, along with the parent / carer's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on the Termly Support Plan. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the Termly Support Plan or Education Health Care Plan
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers, with their child (where appropriate), will meet with the class teacher and the SENCo to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the Termly Support Plan or Education Health Care Plan with a date to review the plan. The date for review will depend on the level of need present and the date when the Plan was put in place. However, all Plans will be reviewed termly.
- The SEN Termly Support Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the termly Support Plan will be reviewed. A copy of this will be given to parents / carers, members of staff working with the pupil and a copy will also be kept in the pupil's file
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The SEN Termly Support Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the SEN Termly Support Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.
- Parents/carers will then be formally notified by letter when it is decided to provide a pupil with SEN support (although parents/carers should have already been involved in the assessment of need).
- So, if it is agreed that a pupil requires SEN support, staff meet and develop a Support Plan detailing the support which will bring about the next part of the cycle –

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to the review of the Termly Support Plan for the pupil.**

Review

- There will be a review of the Support Plan within the following term. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial DAF meeting.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEN register. The pupil's progress will continue to be closely monitored and appropriate action taken.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the pupil has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the DAF 2a My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Bubwith Community Primary School will hold annual review meetings on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their pupil's needs are identified properly and met as early as possible.

In order that they play an active part in their pupil's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Bubwith Primary School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their pupil
- Recognise and fulfil their responsibilities and play an active and valued role in their pupil's education
- Understand procedures and documentation
- Make their views known about how their pupil is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a pupil with SEN support will have the opportunity to meet with the SENCo and class teacher at least **twice** a year formally. The SENCo is happy to meet with parents/carers, with prior arrangement, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including the East Riding's Parent Partnership. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the East Riding of Yorkshire Council Local Offer website – www.eastridinglocaloffer.org.uk . This website provides valuable information about different agencies, services and resources for pupils, young people with SEND and their families in addition to school resources and information.

Pupils in Care

When a pupil is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Pupils.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources

- Resources are allocated to support pupils with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their pupil under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2014) to:

- use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet pupils and young people's Special Educational Needs
- ensure that pupils and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- inform parents/carers when they are making special educational provision for a pupil
- prepare an SEN information report and their arrangements for the admission of disabled pupils, the steps being taken to prevent disabled pupils from being treated less favourably than others, the facilities provided to enable access to the school for disabled pupils and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher at Bubwith is the SENCO so will closely work with the Governor with responsibility for SEND.

SENCo:

In collaboration with the Headteacher and governing body, the SENCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCo

provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all pupils is given equal priority.

The principle responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date
- Liaising with parents/carers of pupils with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo 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.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Pupils and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where pupils and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the DAF paperwork. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

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. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. **Please see the school's Medical Policy for further details.**

Pupils in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is assessable on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as the school is only on a ground floor level and has disabled toilet facility. Bubwith Community Primary School works hard to develop its accessibility and the schools' accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled pupils in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.