



## **Longsands Academy and Sixth Form Special Educational Needs and Disability Policy**

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Written by	Mr Lesurf
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# Longsands Academy and Sixth Form Special Educational Needs and Disability Policy

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## 1. Introduction

The Children and Families Act 2014 (the 'Act') defines when a child or young person has special educational needs and/or disabilities (SEND). This is when they have either a learning difficulty or a disability and need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England.

Longsands Academy and Longsands Sixth Form (the 'Academy') support the reforms of the Act. Our guiding principle is one of inclusion and equality where our belief is that every child/young person has a right to a broad and balanced curriculum that meets their needs. We value all our students equally and want to identify and break down possible barriers to learning. To this effect, all our teachers are teachers of SEND and have a commitment in ensuring all students are included in all aspects of Academy life so that they experience success and achieve their full potential.

This Policy complies with the statutory requirements in the SEND code of practice: 0 to 25 years (2014) (the 'Code') and should be read in conjunction with the following guidance, information and policies which can be found on our website:

- Inclusion Policy
- The SEND Information Report
- Supporting Students with Medical Conditions Policy
- Safeguarding Policy
- Positive Behaviour Management Policy
- Admissions Policy
- Pupil Premium information
- Complaints Policy

In accordance with the overarching principle of the Code, this Policy has been co-produced with the Special Educational Needs and Disabilities Coordinator (SENDCo) of the Academy, the Senior Leadership Team, the LGC and parents / carers / carers and students of the Academy.

## 2. Contacts

The SENDCo at the Academy and the Sixth Form is: Mrs Patricia Martin-Morales [Patricia.Martin-Morales@astrea-longsands.org](mailto:Patricia.Martin-Morales@astrea-longsands.org) (01480 353535).

The SENDCo holds the National Award in SEN Co-ordination (NASENCo), Level 2 Certificate in Understanding Autism, Tier 2 Certificate in Speech, Language and Communication Needs, the OCR Level 5 Certificate for Teachers of Learners with SpLD, as well as general training in Dyslexia, Dyspraxia, Dyscalculia, ADHD, ABI, Tourette's Syndrome, Core Moving and Handling for Children with Motor Difficulties, Individual Physiotherapy, Emergency Evac Mattress for people with reduced mobility, Epilepsy and Diabetes Awareness, Understanding social, emotional and mental health training, AGT, Teaching children with ASD using the TEACCH method and holds a Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements and is able to assess for and recommend external exam access arrangements. The SLT link for SEND and Inclusion is Alf Lesurf.

## 3. Long Term Aim of this Policy

### Objectives

- To work within the guidance laid down in the Code.
- To identify and put in place appropriate provision for students who have SEND and additional needs.

- To operate a whole Academy approach to the management and provision of support for SEND that takes into account all of a student's needs (assess, plan, do, review model).
- To ensure that parents/carers have a clear understanding of how the Academy supports children and young people with SEND, and their own involvement in this.
- To provide an appropriately qualified and experienced SENDCo in post who can ensure that this Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils.

The success of this policy will be measured against the objectives set out in this policy. Success criteria will be reviewed annually and the LGC shall accordingly report on and detail, as appropriate, the successful implementation of this policy and the effectiveness of the provision made.

#### 4. Identification of Special Educational Needs

For the purposes of this policy, we have used the term Special Educational Needs (SEN) as defined by the Code. A child/young person has a special educational need if he, she or they have a learning difficulty or disability which calls for SEP to be made for him, her or them. A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

(a) has a significantly greater difficulty in learning than most others of the same age, **or**

(b) has a disability which prevents or hinders him, her or them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The Equality Act 2010 gives the following definition of disability:

'A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities'.

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEND and disability legislation. Students with a disability will have SEN if they have any difficulty accessing education and if they need any SEP made for them. Learners at the Academy who have a disability but do not have SEN are recorded in our Additional Needs Directory as having 'additional educational needs'.

#### **Our approach to teaching students with SEND**

Teachers are responsible and accountable for the attainment, progress and development of all the students in their class.

High quality teaching, as exemplified in the '7 principles of a lesson at Longsands', is our first step in responding to students who have SEND. Our teachers will plan carefully to ensure all students can access the curriculum effectively.

Additional support will be provided, based on individual students' needs. We may provide the following interventions (this is not an exhaustive list and students would be offered interventions on an individual need basis):

- Support from a teaching assistant

- One-to-one support
- Small group support
- Assistive technology e.g., reader pens, voice to text software
- Provision of specific support programmes (that have a good evidence base)

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting teaching to ensure all students are able to access it, for example, giving longer processing times, pre-teaching key vocabulary, reading instructions aloud, adapting tasks etc.
- Adapting our teaching resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font etc as appropriate based on individual needs and an evidence base.

We believe that all students have a right to access a high quality, knowledge rich curriculum, regardless of SEND.

The Code specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language (EAL), being a Looked after Child, health and welfare, being in receipt of Pupil Premium (PP), Disability, being a young carer or being a child of Service personnel. The Equality Act 2010 and the Code state that schools and settings have a duty to make 'reasonable adjustments' to these needs, but these alone do not constitute SEND. If a student has one or more of the additional needs listed, provision will be made for them within the Academy but not necessarily from within the SEND team unless the student has a special educational need as well as their additional need.

The Code no longer allows for the identification of behaviour to describe SEND. Any concerns the Academy has about a child/young person with behavioural needs may form an underlying part of a wider need (see above) which the Academy will have recognised and identified clearly. The SEND team and the pastoral team work closely together to identify which need a child may have and clear procedures for a child with behaviour needs are set down in our Behaviour Policy.

In accordance with the 2010 Equality Act 'reasonable adjustments' will be made so that, wherever practical and safe, students with SEND will be able to join in the activities of the school together with pupils who do not have SEND. In some circumstances when adjustments either cannot be made or are impractical or incur unreasonable expenditure, then pupils will experience alternative activities, with similar learning outcomes.

## 5. A Graduated, Whole Academy Approach to SEND

Schools often use the 'wave' system, as outlined in the Code, to determine the type of support best suited to each child. The Academy and Sixth Form use this approach, an **example** of which is described overleaf:

Wave 1	Wave 2	Wave 3	Wave 4
7 Principles of a Longsands Lesson	7 Principles of a Longsands Lesson plus extra short-term support	SEND Support: Additional long-term, individualised support	Education, Health and Care Plan (formerly known as a 'statement')
For all children	For children making slower progress who need a short burst of input	For children still making less progress than their peers	For children with more complex needs
In class	or small group literacy. 1-1 or small group numeracy.  English and Maths interventions GCSE revision sessions Targeted TA support	or small group literacy. 1-1 or small group numeracy. Handwriting programme Social skills Speech and language programme Typing programme Counselling Targeted TA support	Any wave 2 or 3 intervention and/or specialist input from multi-professionals, e.g. CAMHS, Educational Psychologist, Social Care Targeted TA support

Subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace SPL teaching. The Academy takes a whole Academy teaching approach in relation to SEND and reviews the quality of teaching for all children/young people, including those at risk of underachievement by:

- A cycle of lesson observations led by either: SENDCo, SLT or Head of Department. Feedback is given to the teacher and teaching assistant (as detailed in the Learning and Teaching Policy).
- Observations of teaching assistants led by the SENDCo and/or Assistant SENDCo.
- Monitoring of feedback (as detailed in the Learning and Teaching Policy).
- Staff CPD led by Astrea colleagues responsible for Learning and Teaching and inset led by the SENDCo and TAs.
- Monitoring of PR progress throughout the year. Data is analysed by SLT, Head of Departments and the SENDCo and feedback given to the relevant staff members on matters of student progress. This system may be used to identify underperforming students and/or classes.

SEP may be triggered when students fail to achieve adequate progress, despite having had access to SPL and extra short term intervention support. Parents/Carers and staff will be informed that the child has SEND and appropriate provision will be identified to meet the student's individual need(s).

Lack of adequate progress **may** be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in literacy or numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

If a student has one or more of the additional needs listed above, a holistic approach is adopted, and the SEND and Pastoral team will work closely together to find a solution. The needs of the student will be discussed with the parent and child and the Academy will also consult with teachers and relevant professionals, e.g. health, educational and social teams so an informed decision can be made about appropriate provision. Lack of adequate progress is sometimes linked to a behavioural need which does not necessarily indicate a special educational need. The Academy work very closely with professionals to ensure a correct indication is given.

All staff working within the classroom environment are issued with a SEND pupil profile pack for their appropriate setting at the beginning of each academic year. This document lists the students who are included within these categories and basic information about their needs to remind teachers and teaching assistants to consider these within their planning.

### **Identification, Assessment and Provision**

#### i) Identification

Data and information (including Teacher Assessment, KS2 SATs results) about students and those with SEND and additional educational needs (AEN) is collected during the transition stage from primary to secondary and will be known to us before they arrive here in Year 7. Students are tested during their transition visit in Year 6 for reading comprehension/phonics and spelling; students identified as needing extra support in Year 7 for literacy or numeracy will be offered either Waves 2 or 3 support depending on the level of need. Students who are identified as needing support will be placed on our SEND or AEN register so all staff are aware of their needs.

Students who are already in the Academy and who are not making progress in comparison to their peers, may be identified at any time using a range of information, this includes: CAT testing, reading/phonics/spelling age tests, subject teacher formative assessment, subject summative assessment, specialised assessments from external agencies especially those used by Educational Psychologists or CAMHS (Cambridgeshire and Peterborough Community Child and Adolescent Mental Health Services). The SENDCo will use this data, along with assessment progress tracking to assess the level of support a child may need. Teachers who identify a child who is not making adequate progress through the various tracking assessment methods will discuss this with the SENDCo and a plan will be put in place using our Assess, Plan, Do, Review (APDR) model as described below.

#### ii) Assessment

As stated, a student has various assessments throughout their time at the Academy, including those used before they arrive at the Academy. Where appropriate progress is not being made it would be expected that the **teacher** will assess **the** situation, **plan** where student X is going to be placed, do

what has been planned (for example, move the child), then **review** the situation at an appropriate time. At the review point it should be clearer whether the child is progressing, has a behaviour need, or SEND is suspected. It is then the teacher's responsibility to discuss the outcome with the Head of Department who will then refer to the Pastoral team (if it is a behaviour issue), in accordance with our Behaviour Policy, or refer to the SENDCo for further assessment.

Using our graduated response and the APDR model, the SENDCo will **assess** what has already been provided for the child with the Head of Department and/or the relevant Head of Year and will then **plan** the next step. If it is agreed that further support is required, then a short-term Wave 2 provision will be provided; this represents the **do** part of the APDR process. At this point the child will be identified as needing SEND support and will be added onto our SEND register as a 'K' student; parent/carers will be informed via letter or email, and they will be invited to respond. The student's intervention will be mapped onto our provision mapping system which details how long the provision is to last for and what outcome is needed for the provision to be considered successful. It is the SENDCo's responsibility to oversee the mapping of the SEND provisions. The SEND provision map is altered throughout the course of the year as and when students come in and out of SEND interventions. At the end of the period of intervention it is the SENDCo's responsibility to review the success of the intervention and the child will either be removed from the programme and the SEND support register, or a plan will be put in place for further support at Wave 3.

Where students fail to make adequate progress, despite additional provision at Wave 2, the SENDCo may seek advice and involvement from external support services along with provision at Wave 3 and/or 4. External support services could be:

- An Educational Psychologist
- Locality Service (Family Teams and Young People's Worker)
- Social Care Team
- Occupational Therapist
- Speech and Language Therapist
- CAMHS
- CHUMS
- Community Paediatrician

The APDR model is also used with these services and new strategies will be put in place as a result of any advice and guidance. External agencies have their own specialised assessments, and these are often used as part of the process of identification of a child with high SEND. Should the assessments and Academy evidence demonstrate a significant cause for concern, the Academy or parent/carer may decide to request that the Local Authority (LA) undertakes a statutory assessment or Education, Health and Care Needs Assessment. This may lead to the student being provided with an Education, Health and Care Plan (EHCP), formerly known as a 'statement of special educational needs' which will bring together health and social care needs, as well as their special educational needs and provision. An EHCP is not usually granted by the LA unless the Academy school can prove at least three cycles of APDR has taken place and that the Academy has acted on the advice of the Educational Psychologist. Also, an EHCP will not usually be granted by the LA unless it is supported by the Educational Psychologist and/or a relevant external agent. For this reason, it will take the Academy a number of months before the SENDCo will submit a request for statutory assessment as this process will form the best chance of obtaining an EHCP.

Where a student already has an EHCP, the Academy may apply for additional resources to support the student further. Where external agencies are requested an Early Help Assessment (EHA) may be



required and the parent/carer will be invited in to fill this out with the appropriate person; this could be the SENDCo, Assistant SENDCo or a member of the pastoral team. EHCPs are reviewed annually by the SENDCo in conjunction with the parent/carer and child. Teacher's views are sought for input into this meeting and shared with the parent/carer. Any child with an EHCP will have a SEND support plan which is distributed to teachers and contains information, targets, outcomes and strategies. The SEND support plan is written by the Assistant SENDCo following the Annual Review of an EHCP. A SEND support plan may also be changed throughout the course of the year as different information is received about the child and should therefore be viewed as an ongoing working document.

### iii) Provision

The table in section 5 shows the types of interventions the Academy uses to support our students with SEND. There are regular assessment reviews throughout the year where the Assistant Principal, Head of Year, Subject Leaders and the SENDCo meet to discuss the progression of students and to review arrangements for students who may not be making adequate progress. This also forms part of the process of identification, monitoring and planning for students who may need additional SEND and/or behaviour provision. Interventions are also organised with the Assistant Principal: Inclusion who meets with the SENDCo, Heads of English and Maths and Heads of Year as part of the APDR process. The Assistant Principal: Inclusion oversees the progress of disadvantaged students, and the Academy receives extra funding to support them. For further information about PP and Catch-up Provision please read the information on our website which gives more detail. The Academy recognise a student will be even more disadvantaged if a child is PP with SEND and therefore organises a coordinated approach.

If the Academy is unable to fully meet the needs of a child/young person through our own provision and arrangements, evidence will already have been gathered through our APDR processes as described. A child with significant social, emotional, mental and health (SEMH) issues will already be known to the SENDCo and pastoral team and is likely to have an EHA and external agency support; often this is CAMHS and/or the Education Psychology Service. If a child has an EHCP and the Academy can no longer meet that child's needs, then an alternative provision may be sought through an emergency annual review. **The LA's statutory assessment team is responsible for placement** and will decide whether the child or young person needs to be moved to a more appropriate provision or advise the Academy on strategies to keep the child in their current placement. At any point, the parent/carer may request the SENDCo carries out an emergency annual review if they have serious concerns about the progress of their child.

Some students may have specific medical needs that are not subject to support via an EHCP. The progress of these students will be reviewed as required in conjunction with the Academy, paediatrician and/or other medical professionals and parents / carers.

## 6. Criteria for Exiting the SEND Register

Children and young people are monitored regularly both as part of the whole Academy monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register will be made in partnership with the parent/carer at the end of each monitoring cycle.

Children who are designated as SEND or AEN who are having interventions related to academic progress will have their outcomes monitored at the end of the cycle designated for that intervention; some interventions may be short, e.g., six weeks, and some may be longer, e.g., two terms. This monitoring forms part of our APDR process described earlier. The people responsible for the review

are the SENDCo and the Assistant Principal: Inclusion where relevant. They will decide whether a child has made satisfactory progress and can therefore be removed from the SEND register or whether there needs to be a further programme or external support sought. The parent/carer and child will be informed of the decision and tutors informed.

If a student makes sufficient progress an EHCP may be discontinued by the LA. The procedure for this is through the annual review process and is discussed with the parent at that time.

## 7. Supporting Students and Families

We aim to work in partnership with our parents / carers and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND Information Report is on our website and is updated regularly, and we guide parents / carers towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer, we also provide information about:

- Our admissions arrangements
- Our links with other agencies
- Our arrangements for examination and assessment access
- Our transition arrangements
- Our Supporting Students with Medical Needs Policy.

## 8. Supporting Students at the Academy with Medical Conditions

The Academy recognises that children and young people at the Academy with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the Academy will comply with its duties under the Equality Act 2010.

Some may also have SEND and may have an EHCP. If so, the Code is followed. Where a student has a medical condition an Individual Health Care Plan (IHCP) will be completed **by the relevant Lead First Aider**. This will form part of the EHCP for students with an identified SEND but will stand alone where there is no other identified need. Further details and the IHCP proforma can be found within the Supporting Students at School with Medical Conditions Policy.

## 9. Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into Academy practice and is a continual cycle of review aimed at improving the provision and outcomes for all students. We use the APDR model as described earlier in this policy and undertake the following arrangements:

- i) Arrangements for Partnerships with Parents and Carers

The Academy will ensure parents / carers are aware when their child is receiving support for their SEND.

Partnership with parents / carers plays a key role in enabling students and young people with SEND to achieve their potential. The Partnership recognises that parents / carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents / carers of students with special educational needs will be treated as partners and supported to play an active and valued role in their child's education. We recognise that communication with parents / carers is key to the progress and success of each young person with SEND.

The Academy will provide information about the Parent Partnership Service (SENDIASS) to parents / carers of students with special educational needs; the link to the service can be found in the SEND Information Report on the Local Offer website. Parents / carers of any student identified with SEND may contact the Parent Partnership Service for independent support and advice. A child’s tutor will work closely with parents / carers at all stages in his/her/their education and should be the first port of call in case of any difficulty. Parents / carers are invited to attend all Annual Reviews, in addition to Parents’ Evenings and other calendared school events.

#### Student Participation

We recognise that student involvement is at the heart of the SEND code of practice. Young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to assist them in making the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to SEND Support Plans, discussions about choice of colleges and transition processes. Their view will be given due weight according to their age, maturity and capacity to make judgments. The Academy tries to ensure representation of students with SEND within their Student Voice activities.

#### Governance

The LGC shall appoint a Local Committee Member Lead as a link role to liaise with the SENDCo/SLT and offer scrutiny of the SEND provision through the Academy School Improvement Plan and the objectives of this policy. The LGC Member Lead is Barbara Hughes

#### Information Gathering

Information about students sometimes needs to be shared confidentially with other professionals on a need-to-know basis. Permission will be sought from parents / carers but in all cases the Academy operates in accordance with the current GDPR framework. This includes the sharing and storing of information gathered. See our Data Protection Policy for further information.

## 10. Resources

### i) Funding for SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the school’s block formula allocation. It is the responsibility of each school to ensure that they have a ‘notional budget’ which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEND pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per student funding (AWPU)
Element 2 School’s Block Funding	Contribution of up to £6000 for additional support required by children and young people with high needs, from the notional SEN budget
Element 3 High Needs Top Up	Top Up funding from the LA to meet the needs of individual children and young people with EHCPs

The amount of money in the Academy's block funding identified for Element 2 is based on a formula which is agreed between the schools and the LA. Academies receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6000 of a student's SEND support.

Additional resources for individual EHCPs – Element 3 are allocated by top-up funding from the High Needs block budget. The level of top up funding for each student is allocated at four levels i.e. A, B, C or D depending on the type and level of need of each student. High Needs students with EHCPs are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

#### ii) Workforce Development

An induction process is in place for all teachers and support staff, and this includes a meeting with the SENDCo to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of professional development is in place, and all staff are encouraged to access this. Training relating to SEND is an ongoing process and includes inviting professional services into the Academy to update knowledge.

The SENDCo regularly attends the LA's SENDCo network meetings and Astrea SENDCo Forums in order to keep up to date with local and national issues in SEND.

### 11. Roles and Responsibilities

- The Academy employs 17 Teaching Assistants. They carry out a range of roles across the Academy and Sixth Form, including supporting students in class, teaching small groups, 1-1 and intervention teaching. They are line managed by the SENDCo and Assistant SENDCo and work closely with the class/subject teachers who oversee their work and plan with them.
- The Lead Designated teacher for Safeguarding is Clare Greaney.
- The member of staff responsible for Looked After Children is Alf Lesurf (Assistant Principal).

### 12. Storing and Managing Information

All documents relating to children and young people on the SEND register are stored in the Learning Support Department. When students leave the Academy at the end of their statutory schooling, their documents are kept in secure filing cabinets where they are confidentially destroyed after ten years. When a student leaves the Academy to go to another school, the records are either sent to the new school by recorded delivery, or hand delivered. A signature is required for all documents handed over in this way.

### 13. Reviewing the Policy

The SENDCo will review this Policy annually at the end of the academic year or when legislation changes, whichever is earlier. The Policy will be presented to Longsands Trust Management Board (TMB)/Local Governance Committee (LGC) for ratification.

### 14. Accessibility – Statutory Responsibilities

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information

This plan can be found on our website and is reviewed annually, barriers identified, and plans put in place to remove them.

Parents/carers can contact key staff via the SENDCo.

## 15. Dealing with complaints

The Trust has a Complaints Policy which can be viewed on the website: 'about us', 'Astrea Academy Trust', 'Astrea Policies'.

In the first instance, if you have a complaint relating to SEND, the tutor should be contacted who will either deal with your complaint or pass it on to the SENDCo. Under the SEN and Disability Act 2005, parents / carers may seek advice on resolving disagreements through the LA and/or the Independent Mediation Service. The Academy will make further information about this process available on request. Further advice may be sought from the Parent Partnership Service.

## 16. Bullying

In the Academy we have a whole school approach to mitigating the risk of bullying and developing independence and building resilience in our students with SEND. Please refer to our Behaviour Policy, Anti-bullying Policy and Safeguarding Policy.

## 17. Homework

At the Academy all students, including those with SEND, are expected to complete learning activities at home. Teachers are expected to take into account a child's SEND and hand out work that is manageable and task adjusted for the child. The teacher will also ensure the child understands what they have to do, when the work needs to be handed back in, and has recorded this information so both the child and the parent can understand later on. However, we do recognise homework may be challenging and difficult for children with SEND for a variety of reasons and should this become problematic the parent should discuss this with the child's form tutor in the first instance. The tutor may then have a discussion with the SENDCo to work out a solution.