ST MARGARET'S CHURCH OF ENGLAND ACADEMY

SEND Policy

Review Period	**3 Yearly**
Person Responsible for Policy	**Bianca Parry**
Date of LAC Approval	**23/01/2024**
Date For Review	**January 2027**

Vision and Values

Vision

Our Academy Vision Statement:

> "*All things are possible for one who believes.*"
> Mark 9:23
>
> We are an inclusive, ambitious,
> aspirational learning community.
>
> *Through* our *faith and work*,
> and by living out the values of
> compassion, resilience and respect,
> our whole community will flourish
> and become more fully the people
> **God** calls us to be.

Values

As outlined above, we have adopted three Christian values which we feel are the basis of our community.

- Our journey will be all the easier if we show **COMPASSION**. Compassion is more than just sympathy: like Jesus, we aim to put ourselves in other people's shoes, see their point of view, then do something about it. As teachers and leaders, our actions must show that we understand the world from others' perspectives; as students, we must learn to do that ever more effectively.

- Perhaps we are more accurately described not as human *beings*, but as human *becomings* – people who are always learning, always growing. Growth is rarely pain-free. Learners make mistakes; that is how we learn. Like Jesus we do not shy away from those painful times – times when we will grow more, when we will learn more. As James put it, "*the testing of your faith produces perseverance*" (James 1:3). We will persevere, and show **RESILIENCE**, on our learning journeys.

- The apostle Peter encourages us to "*show proper respect to everyone*" (1 Peter 2:17). We believe that this is necessary, but not sufficient, if we are to be a respectful community. Property, creativity and protected characteristics are all worthy of **RESPECT** too; it is hard for us to claim to be followers of Christ if we do not respect, for example, the different backgrounds represented in our school community.

In talking to staff and students about our values, a recurrent theme has been that of community. By ensuring these values are woven deep into our life as a school, by ensuring that we *all* live them out on a daily basis, we will build a deeply Christian community which will flourish and which will fulfil the vision set out above.

St. Margaret's C of E Academy SEND Policy

Staff Responsible for SEND:

- SENCO/ Assistant Principal – Mrs B Parry
- SLT / Head of School – Mrs. J Sing
- SEND Governor – Mrs S Hughes

The SENCo at St Margaret's C of E Academy is Mrs. B Parry, who can be contacted at the Academy on 0151 427 1825 extension 242 or via email at admin@stmargaretsacademy.com

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Purpose

This policy is designed to set out St Margaret's Church of England Academy's aims and objectives for meeting the special educational needs of students.
This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice; 0-25 years January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools June 2014 – SEND Gateway
- SEND Code of Practice 0-25 Jan 2015
- Schools SEN Information Report Regulations 2014
- Children and Families Act 2014
- Statutory Guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England Framework December 2014
- Teachers' Standards 2012

This document should also be considered in the light of the following Academy Policies

- Teaching and Learning
- Admissions
- Behaviour
- Child protection and Safeguarding Handbook
- Complaints

Our Aims and Objectives

Vision-Values

- ***Our Vision***

  "All things are possible for one who believes." Mark 9:23

We are an inclusive, ambitious, transformational learning community.
Through our *faith and work*, and by living out the values of compassion, resilience, and respect, our whole community will flourish and become more fully the people **God** calls us to be.

- ***Our Values***

Compassion, Resilience and Respect

Our Philosophy

All members of staff, in conjunction with the relevant authorities, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

The Aims of this policy

- To ensure that all students have access to a broad and balanced curriculum
- To ensure that students and staff with any disability are not treated less favourably
- To ensure parents/carers of students with SEND are kept informed of their child's progress
- To adopt where possible a whole academy approach to students with special educational needs, ensuring full inclusion were reasonably possible.

The objectives of this policy to enable us to meet our Aims

- To identify and provide for students who have special educational and additional needs
- To fully adopt a graduated approach in line with the Special Educational Needs Code of Practice 2015 to ensure each student's needs are met with a view to maintaining the highest possible expectations for progress
- To clearly identify the roles and responsibilities of Academy staff and SEND Governor in providing an appropriate education for all SEND students
- To provide a differentiated curriculum appropriate to the needs of individual students
- To provide a focus on student outcomes to ensure appropriate levels of progress
- To provide appropriate opportunities for the social, moral and spiritual development of all SEND students and encourage full participation in the wider aspects of Academy life, with a long-term goal of developing positive self-esteem, greater independence and preparation for adult life.
- To involve all staff in training opportunities to enhance expertise across all relevant aspects of SEND
- To liaise with external agencies to provide appropriate levels of support to meet individual student needs
- To ensure that parents/carers and students are fully involved in the development of an appropriate curriculum to meet specific needs.
- To provide a timeline of student assessments, reviews, and reports to monitor progress against individual targets and to adjust support in the light of progress and the adopted graduated approach.
- To provide appropriate access to resources considering the whole Academy needs
- To review this Policy annually and amend as required
- To stretch and challenge students to realise their true potential commensurate with their peers
- To identify and implement Special Access Arrangements during internal and external examinations and assessments

Identification of SEND

The Code of Practice (2015) refers to four broad areas of need and support

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

It should however be noted that individual students often have needs which cut across all these areas and their needs may change over time.

• **Communication and Interaction** – including Speech, Language and Communication Needs and Autism Spectrum Conditions

• **Cognition and Learning** – including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

• **Social, Emotional and Mental Health** – including ADHD, ADD, Attachment Disorder or an underlying mental health need such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms not medically explained.

• **Sensory and/or Physical Needs** – including hearing impairment, visual impairment, multi-sensory impairment, and any physical impairments.

A definition of special educational needs

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.
Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from make use of educational facilities of a kind generally provided for children of the same age.

A Definition of disability

Discrete SEN	Both SEN & Disability	Disability
Mild Dyslexia Difficulties- (social factors) Mild Dyspraxia Minor Speech impairment Mild learning difficulties Speech & Language and Communication	Long-term motor impairment Learning difficulties Hearing impairment/deaf Visual impairment/blind Specific Learning Difficulty Dyslexia Epilepsy ADHD Autism (ASD) Other factors – medical/ mental health Social and Emotional Difficulties	Asthma Diabetes Cancer recovery Mental health issues Eating disorders Lack of limbs Sickle cell anaemia Gross obesity Very short stature Cerebral Palsy Brain injury Cystic Fibrosis AUTS2 Chronic Fatigue Incontinence

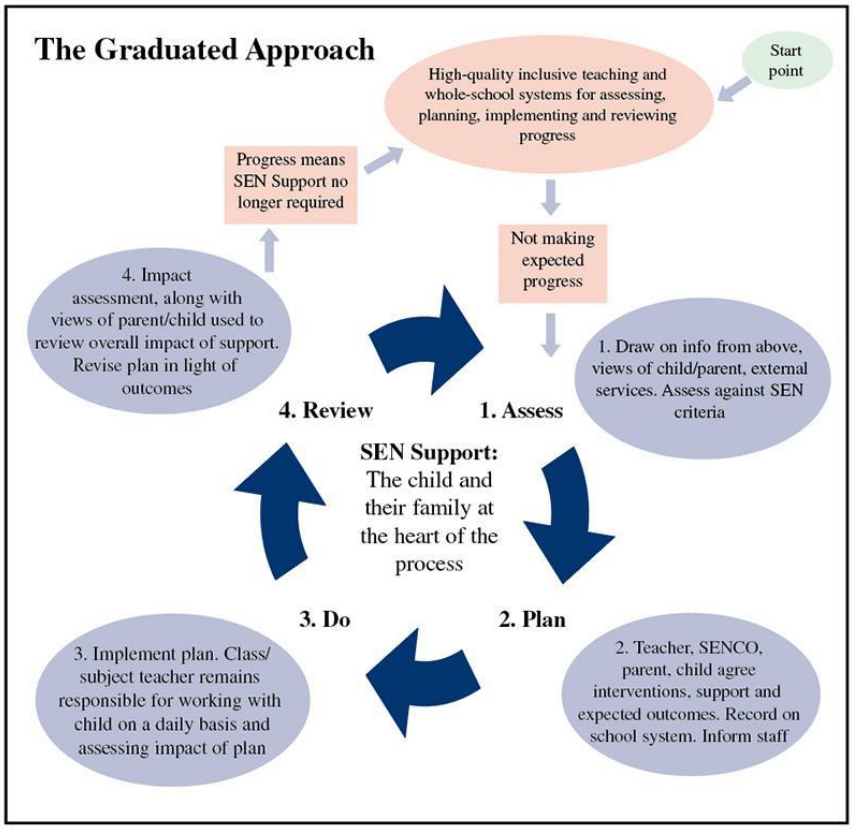
Although the SENCO has overall responsibility for the identification of pupils with SEND in the Academy it is recognised that other members of teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the Academy.

The purpose of the identification processes is to support the provision of appropriate interventions and strategies for the individual student and not to fit the student into a category. The Academy seeks to consider the needs of the whole student.

- Students are admitted to the Academy with special educational needs previously identified by their primary school. The Academy builds strong relationships with partner primary schools to ensure the effective transition of all relevant information
- Reference is made to the student's prior attainment in National Tests
- All pupils are assessed on entry with specific reference to the key skills of literacy and numeracy
- The academy will make reference to concerns raised by teachers, parents/carers and the students themselves

- Liaison is maintained with relevant external agencies involved in additional provision for any student
- Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme.
- Teachers and other staff raise concerns that little, or no progress is made in spite of the use of targeted teaching approaches and a differentiated curriculum.
- Teachers note that the student is working at levels significantly below age expectations, particularly in literacy or numeracy.
- The student presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- The student has sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- The student exhibits poor communication or interaction, requiring specific adaptations to access learning.
- Where, following concerns raised, relevant specific testing indicates the need for additional support

The Academy will follow a clear cycle of **ASSESS-PLAN-DO-REVIEW** and parent/carers, students and teachers will be involved in this on-going continuous process.



Primary Liaison

Feeder primary schools are visited and contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school. Transition work will begin during the Spring term once the Local Authority have allocated places to the students.

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENCO attends their Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

Initial Screening

- KS2 tests
- Reading Test – GL Assessments
- Tests undertaken by the SENCO as identified.

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation

- The graduated approach to dealing with SEN concerns has been adopted at the Academy.
- Where members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken. This is done following the internal staff Identification process.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

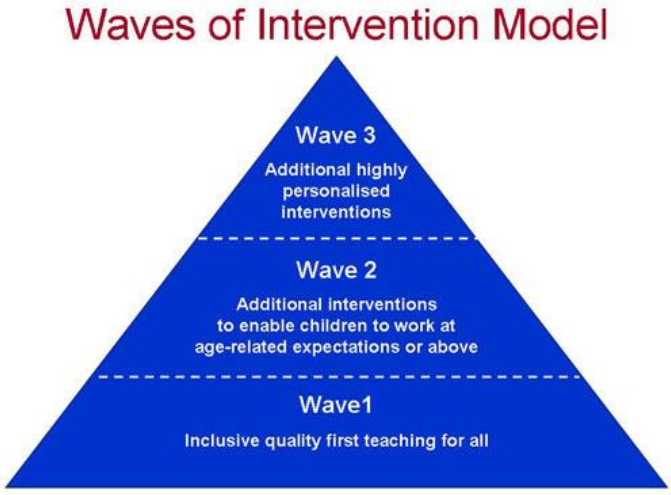
Referral by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon

Provision to meet the needs of students with special educational needs.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response



Wave 1 – *Quality First teaching by all teaching staff.*

It is initially the role of the class/subject teacher with specialist knowledge of the student and their subject to make adjustments and interventions through the provision of high-quality teaching. Teachers are responsible and accountable for the progress and development of the students in their class including where the student accesses support from teaching assistants, specialist staff, SENCO or external agencies.

The Academy regularly and carefully reviews the quality of teaching for all students including those at risk of underachievement. This includes where necessary improving teachers' understanding of strategies to identify and appropriately support and challenge vulnerable students and those with identified specific needs. Additional intervention and support are not expected to compensate for a lack of high-quality teaching.

Where required a Pupil Passport will be implemented for relevant students.

Wave 2 - *additional support from specialist SEND staff*:

This is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as previously noted and through reports and recommendations from the subject teaching staff.

Criteria for Wave 2 include:

- Low numeracy/literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teachers' observations
- Primary Teachers' comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.
Interventions may include:

- Additional learning programmes such as literacy and numeracy.
- A range of bespoke small group support sessions for wider pastoral issues such as Social skills / Lego Therapy / Handwriting
- Targeted focused support at KS3 and KS4
- Targeted focus support at KS3 and KS4
- Appropriate teaching groups/sets.
- Additional staff training.

The SENCO and relevant teachers consider all the information gathered about a student's progress alongside national data and expectations of progress; the student and their parents/carers are also involved in this process to ensure that there is clarity about any decisions regarding further levels of provision.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Academy seeks advice and involvement from external support services (such as SENISS or Educational Psychologist)
They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.
- Dyslexia specialist sessions

The Pupil Passport is revised, and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

Wave 4

Statutory Assessment/Education, Health & Care Plan

If a student fails to make adequate progress and/or has demonstrated a significant cause for concern, the academy and/or parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO is responsible for providing support and mentoring, allocates students with EHCP's or Top-Up funding a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved in this process
A statutory formal review of the EHCP will take place annually with all relevant parties invited.

Pupil Passport (Individual Learning Plan)

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the Pupil Passport reflecting provision that is additional to, or different from, normal differentiated provision. All students with SEND have a Pupil Passport and their progress is closely monitored. This are shared with all staff electronically and ease of access.

Special Access Arrangements

Students who have needs, from cognitive processing difficulties, Communication needs or a physical or sensory impairment may be eligible for Special Access Arrangements. Teachers will provide evidence of the student's difficulties and the SENCO will arrange for a specialist to assess the student for 25% Extra Time, a Reader, or a Scribe. The SENCO and Exam Officer will apply to JCQ for approval based on the test evidence gathered. The SENCO is responsible for organising and implementing the Special Access Arrangements in liaison with the subject teachers.

Transitional arrangements under the new Code of Practice 2015

The Academy will follow the guidance provided in the DFE's Transition to the new 0-25 special educational needs and disability system March 2015.

The above guidance is reviewed periodically during the transition period up to 31st March 2018

Students who currently have statements of educational need will gradually be transferred to Education Health Care plans in line with the relevant Local Authority's published transition plan.

Contents of the Pupil Passport:

- Access arrangements information
- Teaching strategies to be used
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

Academy support (whole-school) for students with special educational needs:

Sharing of students' needs to all members of school staff.

Providing an appropriate curriculum, taking into account;

- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

Delivering an appropriate curriculum, taking into account;

- Suitable teaching materials
- Effective, differentiated/adjusted teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.
- Robust data analysis to measure progress against set targets

Providing learning support through;

- Curriculum development
- Support teaching
- Bespoke training
- INSET for all staff
- Pupil Passports
- Ensuring that parents/carers understand the process and involving them in the support of their child's learning.
- Teaching Assistants and teachers collaborate effectively.

Using outside agencies

Where it is necessary and appropriate you may also wish to refer to the Local Offer of Liverpool Council which can be located on: SEND Local Offer | Liverpool Family Information & SEND Directory

Monitoring individual progress and making revisions where necessary.

- Using data regularly and feeding back to students, teachers and parents/carers
- Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

The SEND Department

The SEND Team can help subject areas in the following ways (although this is not an exhaustive list).

Curriculum development:

- Planning with individual members of staff/departments.
- Selection/design and preparation of suitable materials.
- Selection/design of teaching strategies.

In-service Training

- The SENCO provides induction for ECTs and other new staff at the school on Code of Practice procedures at St Margaret's C of E Academy.
- Individual departments can ask for training from the SENCO as required, for specific purposes or generic training.

- Whole school CPD, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.
- The SENCO arranges a high-quality programme of CPD for the teaching assistants every week to keep up date with the changing diverse needs of the school community.

Improving Levels of Literacy

Literacy skills are seen as essential to ensure students can access all aspects of the curriculum. Students' literacy levels are regularly assessed and inform the intervention strategies implemented to aid student progress.

The Whole School Reading policy is a whole school approach to raising literacy standards where students are effectively immersed in improving their reading skills across all subjects. This Includes daily guided reading intervention each morning for all pupils, with some Red and Amber readers having more individualised reading intervention programs. In addition to this, students with SEND also access the following bespoke programmes of support:

- Lexonic Leap – Phonics – (Red readers)
- Reading Development course (Amber readers)
- Bell Foundation (EAL)

All teachers are seen as teachers of literacy, we aim to improve both academic reading and reading for pleasure through joint reading book discussions, Q and A and includes suggested reading materials per age group.

Allocation of Resources

The academy is funded to meet the needs of all its students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

Roles and Responsibilities

Local Academy Council

- The Local Academy Council, with representation from the SEND Governor, is responsible for SEND provision within St. Margaret's C E Academy and will report annually on the success of this policy as described above.

Principal

- The principal has the overall responsibility to ensure that this policy is applied throughout the Academy.

SENDCo

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND.
- Ensuring parents are integrally involved throughout and that their insights inform action taken.
- The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Overseeing the day-to-day operation of the school's SEND policy and updating it annually
- Co-coordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising Colleagues and Parents on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.

- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure Parents and pupils are informed about options and a smooth transition is planned
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Monitor and support a graduated approach of Assess, Plan, Do and Review.
- To ensure that resources and support are allocated and maintained to all those individual pupils who may need additional provision of support staff in our schools including Teaching Assistants.
- Review the work of other adults regularly – Quality Assurance
- In reviewing pupil progress and tracking achievement, SENCOs should review targeted support on a regular basis.
- Be actively involved with the analysis and interpretation of data for the whole school and in the planning and intervention of those pupils not making expected progress and plan appropriate interventions.
- Working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date for example participation of pupils in clubs and activities.
- As previously stated within the SEND Policy we promote the responsibility of our teachers and the use of High-Quality Teaching to support children and recognise how the SENCO will coordinate and monitor the quality of the support and progress children make.

Subject Leaders:

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation.
- Raising awareness, of Academy responsibilities towards SEND.
- Monitoring of SEND students' progress

Other Staff:
"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support Department
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Individual Learning Plans are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to SENCO.

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Assist in the production of appropriate learning resources
- Monitor progress against targets using Pupil Passports and SIMS.
- Assist with drawing up Pupil Passports for students and supporting information sheet development, as required.
- Contribute to the review process either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

Other

- Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental/Academy meetings.
- Keep departmental documentation up to date.
- Attend meetings as required.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.

- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- SLT Learning Walks
- SLT formal reviews
- Reports from external agencies
- The SENCO reviewing procedures in consultation with subject leaders and outside agencies.
- Feedback from departments, outside agencies.
- Number of complaints received.
- Attitudinal studies undertaken by students
- Expert external assessor visits
- Students' progress against baseline assessments

Partnerships to support and Develop SEND in school

- The SENCO liaises closely with individual Senior Leaders, Head of Year and Heads of Department. Information and concerns are always discussed with the appropriate member of staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents
St Margaret's C of E Academy actively seeks to work with parents/carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, or telephone calls.
- New parents can attend the Open Evening in the Summer term prior to transfer.

Students
St Margaret's C of E Academy acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending Reviews and to be involved with negotiating and evaluating their targets.
- Students' views where appropriate are recorded as part of the Review process and their views are valued and listened to.

External Support
The Academy aims to work in partnership with other agencies to provide an integrated support based on the needs of the student. The main external support agencies used by St Margaret's C of E Academy include (this is not an exhaustive list and can also be found on the Academy website under Local offer):

- LA planning meetings-The SENCO holds Local Authority Planning meetings with the Academy's Educational Psychologist, and the LA SEND Case Manager to make decisions on referrals and best practice in supporting the needs of students
- The Educational Psychologist
- SENISS (Special educational needs inclusion support service)
- The Child and Mental Health Services (CAMHS)
- (Connexions) Service for Young People
- The School Nurse
- The Educational Welfare Officer
- Speech and Language Service
- Occupational Therapy
- Physiotherapy
- ASD and ADHD Teams at Alder Hey
- The Virtual schools team
- Social care
- Parent Partnership

Between Schools
The SENCO liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-Briefing' meetings.
- On the transfer of a student with SEND

Transfer Arrangements
All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.

Additional induction days are arranged as required for all students with SEND and vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school.

Documentation relevant to the last Review is forwarded to Post 16 placements, including access arrangements agreed thus far.
Pupils with EHC plans have their key transitional review in the Autum term ready for the SEN Team to send to new placements if needed, in a timely manner.

Learning Support Assistants

LSA's work alongside pupils and/or small groups of pupils to assist in the attainment of those who require further support. This support is allocated by the SENCO. They should be directed by the classroom teacher to provide the correct support necessary for the individuals to make small steps of progress. Some LSA's are further trained to provide specialised provisions and interventions.

Complaints Procedure

Initially, all complaints from parents or carers about their child's provision are made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure may be followed. The Academy Complaints Policy is available in the Policy and Procedures section of the Academy's website.

The Local Offer

More information is available on the Liverpool website for parents regarding external support for students with SEND in the Liverpool Local Offer: SEND Local Offer | Liverpool Family Information & SEND Directory

Related Policies

Policies relating to the SEND Policy can be found on the St Margaret's C of E Academy website:

Disability Equality scheme and Accessibility Policy
Behaviour Policy

Policy Review

This policy will be reviewed every year in line with the Academy's rolling programme of policy renewal and to meet any amendments to the statutory regulations pertaining to Special Educational Needs and Disability

Date of next review: **Annually**