# SYDENHAM SCHOOL
# SEND Information Report

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| **Type of school:** | **Mainstream Secondary** |
| **Specialist provision on site** | **None** |
| **Date agreed by Governors** | November 2026 |

**Key SEND Personnel:**

| **Designated Senior Lead** | **CL for Inclusion** | **SENCo** | **SEND Governor** | **Chair of Governors** |
|---|---|---|---|---|
| Lucy Hehir | Alice Fullilove | Alice Fullilove | Matthew Wingate | Pat Cullen |

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| 020-8699-6731<br>Ext 456 | 020-8699-6731<br>Ext 450 | 020-8699-6731<br>Ext 450 | | |

1. **Introduction**

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which is available on the school website.

Sydenham is an inclusive school with the aim of providing high-quality teaching in all lessons for all students. We expect a high standard of teaching and learning, geared towards enabling all students to access a broad and rich curriculum. The curriculum is carefully tailored to meet the learning needs of children and young people with Special Educational Needs and Disabilities (SEND) to ensure that they are able to reach their full potential.

We believe that children and young people achieve their best if they feel safe, healthy, confident and happy, therefore we do our best to support all our students to develop positive self-esteem and personal fulfilment.

**For additional information about the support available to children with SEND in Lewisham, please access the following Local Offer link: http:// http://www.lewishamlocaloffer.org.uk/#/**

2. **Definitions**

**Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

**Disability**

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

**3. What types of SEN does Sydenham School provide for?** Our school provides for pupils with the following needs:

| AREA OF NEED | CONDITION |
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| **Communication and interaction** | Autism |
| | Speech and language difficulties |
| **Cognition and learning** | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
| | Moderate learning difficulties |
| **Social, emotional and mental health** | Attention deficit hyperactivity disorder (ADHD) |
| | Attention deficit disorder (ADD) |
| **Sensory and/or physical** | Hearing impairments |
| | Visual impairment |

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| Multi-sensory impairment |
| Physical impairment |

## 4. People who support students with special educational needs and disabilities with learning in this school

| Staff | Summary of Responsibilities |
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| The SENCo (Special Educational Needs Coordinator) and<br>The Curriculum Lead for Inclusion – Ms Alice Fullilove<br>a.fullilove@sydenham.lewisham.sch.uk 020-8699 6731 ext. 450 | **Responsible for:**<br>• Coordinating all the support for students with special educational needs and disabilities (SEND) and developing the school's SEND Policy to make sure that all students receive a consistent, high-quality response to meeting their needs in school.<br>• Ensuring that parents are:<br>o Involved in supporting your child's learning. o Kept informed about the support your child is getting. o Involved in reviewing how they are doing. Part of planning ahead for them.<br>o Liaising with all the other people who may be coming into school to help support your child's learning.<br>o Updating the school's SEND register (a system for ensuring that all SEND needs of students in this school are known) and making sure there are excellent records of your child's progress and needs.<br>o Providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEND in the school) achieve the best possible progress in this school.<br>o Providing or organising training for staff to support children and young people with SEN. o Seeking the support of external agencies for specialist expertise in the various SEND needs. |

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| Heads of Year (HOYs) and Curriculum Leaders (CLs) | **Responsible for:**<br>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.<br>• Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.<br>• Ensuring that the school's SEND and Teaching and Learning Policies are followed in their classrooms and for all the students they teach with SEND. |
| Class teachers | **Responsible for:**<br>• Knowing who the students with SEND are in their classes, reading the information provided about these students and applying the recommended strategies in their lessons<br>• Ensuring that every student in their class, including those with SEND can make progress<br>• Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching<br>• Working with the SENCO to review each student's progress and development and decide on any changes to provision<br>• Ensuring they follow this SEND policy |
| Teaching Assistants and Higher-Level Teaching Assistants | **Responsible for:**<br>• Supporting students with their learning in lessons (if this is a requirement set out in a student's EHCP)<br>• Delivering interventions such as numeracy, literacy and social relationships. |

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| The Headteacher | **Responsible for:**<br>• The day-to-day management of all aspects of the school; this includes support for students with SEND.<br>• Delegating responsibility to the SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.<br>• Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND. |
| The Governor for SEND | **Responsible for:**<br>• Making sure that the necessary support is made available for any student who attends the school who dhas SEND.<br>• Reporting regularly to the relevant committees about SEND. |

## 5. Our policies for identifying children and young people with SEN and assessing their needs

At Sydenham School we adopt a graduated approach to supporting students with SEND.

- We review the academic progress of students at each progress point throughout the year; where progress is not sufficient, even if special educational needs have not been identified, we will enable the student/s to catch up. This is delivered via high-quality teaching, differentiated for individual students, in the first instance.

- After each reporting progress point, teachers will discuss within their faculties the progress of students who are not achieving their targets and in class interventions will be initiated and monitored. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

- If appropriate, a teacher will submit the SEND concern form

- The inclusion team will review the students' files and might contact relevant external agencies for an update if necessary

- The inclusion team will then complete lesson observations to monitor the student.

- If the lesson observations show no or minor SEND concerns, then strategies will be shared with teaching staff, and the student will be monitored.

- If the lesson observations indicate a possible undiagnosed SEND need, then a screening test will be carried out for the student.
- *N.B: Screeners are **not** diagnostic; a diagnosis requires external professional and formal assessment.*
- If the screening tests show no SEND concerns, then strategies will be shared with teaching staff, and the student will be monitored.
- If the screening tests indicate a possible undiagnosed SEND need, then a referral will be made to the Local Authority/other relevant external organisations for a professional formal assessment

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP) then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

## 6. Our arrangements for consulting parents of children with SEN and involving them and their children in their child's education and progress

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| **When will I meet staff?** | At Sydenham School reports are sent home each track point (the number of tracks varies according to the year group) so that you can review your child's progress. You will meet staff at:<br>• Parent evenings<br>• Parent events and talks at various points across the year<br>• Annual review meetings for students with an Education Health Care plan (EHCP)<br>• Team Around the Child (TAC) meetings or outside agency meetings All staff are available to meet with parents as necessary. |
| **How can I let the school know that I am concerned about my child's progress or think that they may have special educational needs?** | If you have concerns about your child's progress or learning you should speak to your child's tutor, subject teacher, subject leader/curriculum leader, and/or Head of Year initially, but if after this, you feel:<br>• Your child is still not making progress; your child may need further referral to the SENCo. The SENCo is available to meet with parents to discuss their child and any potential barriers to learning. The SENCo is also available via phone and email.<br>If following discussion, you feel that your concerns are not being acted upon and your child is still not making progress, you should speak with the Head Teacher, or the school SEND Governor. |

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| **How will my child be involved in sharing their views about their education?** | All students have a form tutor who sees them daily and is happy to support with any worries or concerns your child might have by managing the issues themselves, or by passing them onto relevant staff to contact the student. In addition:<br>• Students are invited to join almost all meetings with their parents at school<br>• Students have access to the Inclusion Faculty before school, break, lunch or after school where they can seek advice and support, and if necessary, any issues can then be referred on to any relevant staff including the SENCo.<br>• Student voice is sought at the end of each intervention to ensure that the result has been positive for them and to inform improvements to the provision. |
| | • Student voice is sought for annual reviews<br>• Students are consulted when a learning passport is being written to share strategies with staff. |

**7. How can my child get help in school?**

Students in school will receive support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school.
- Staff who will visit the school from the Local Authority central services such as the Autism Outreach Team or Sensory Service etc.
- Staff who visit from outside agencies such as Occupational Health etc

| | Types of support provided | What would this mean for your child? | Who can get this kind of support? |
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| What are the different types of support available for students with SEND in this school? | **Class teacher input via high-quality inclusive classroom teaching** | • Ensuring that the teacher has the highest possible expectations for your child and all students in their class.<br>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand, monitoring progress through end of term in class assessments<br>• Putting in place different ways of teaching so that your child is fully involved in learning in lessons. This may involve using more personalised teaching and learning approaches.<br>• Putting in place specific strategies (which may be suggested by the SENCo or external professionals) to support your child to learn.<br>• Ensuring that your child, whatever their SEN or disability, is enabled to engage in activities available with children and young people in the school who do not have SEND. | All students in school should be receiving this as part of high-quality classroom practice. |

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| | **Provision to support access to the curriculum and independent learning** | • Contact with Primary schools and previous schools to share information.<br>• Sharing information at Secondary Transfer day.<br>• Induction programme to support successful in-year admissions.<br>• Setting aspirational targets and continuous review of progress.<br>• Regular reviews of progress to feed into Parents' Evenings. | |
| | **Access to a supportive environment** | Based on individual needs or disability, we can offer a range of resources including access to:<br>• Information Communication Technology.<br>• Visual Aids.<br>• Adaptive equipment.<br>• Mentoring. | Students on the SEND register. |
| | **Strategies to support/develop literacy** | We offer a range of interventions that are additional to and different from our high-quality teaching, based on individual assessment of needs such as:<br>• Phonics and literacy interventions.<br>• Dyslexia friendly strategies and resources.<br>• Key word lists.<br>• Writing frames. | Students who have a dyslexia diagnosis or low levels in literacy. |
| | **Strategies to support/develop numeracy** | We offer a range of targeted interventions that are additional to and different from our high-quality teaching, based on individual assessment of needs such as:<br>• Specific Maths programmes.<br>• Numeracy intervention. | Students who have been identified as having difficulties with maths through the CATS results and primary school information. |

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| | **Strategies to support positive behaviours/social skills/emotional development** | We provide a consistent whole-school implementation of the school's bullying and behaviour policies<br>• Pastoral Support Plans<br>• Restorative approaches<br>• Emotional literacy group<br>• Reflection Room and lunch club provide opportunities for students to be listened to<br>• Pastoral support from Form tutors, Pastoral Managers and HoYs<br>• Learning mentors<br>• Referral to external professionals | Students who have SEMH (social, emotional and mental health) and CI (communication and interaction) needs. |

**8. Our arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood**

At Sydenham School we recognise that some students need preparing for the transition into each new year group, but the majority of students need to have support with transition from Year 6 into Year 7, from Key Stage 3 to Key Stage 4 (Year 9 to Year 10) and from Year 11 into Sixth Form/F.E./apprenticeships.

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| **What support is available to support with the transition from primary to secondary school?** | • **Year 6-7** – Secondary School Transfer information sharing day attended by the SENCo to record information which is shared about the children with SEND.<br>• Meetings with the SENCo, primary school SENCo, parents and outside agencies to share transition information.<br>• An invitation for an additional Transition Day for very vulnerable Year 6 students with their TA to attend a morning of activities to familiarise themselves with the school.<br>• The SEN staff read the SEND files which are sent by the primary schools at the start of Year 7 to ensure aware of student needs.<br>• Draft learning passports created for the students with the highest level of need before students arrive and reviewed within the first term |
| **What support is available to support with the transition from one year group to the next in school?** | **When moving up year groups in school:**<br>• Information about your child will be shared with new teachers, and<br>• Your child will be supported by the Inclusion staff including the SENCo, Form Tutors and Heads of Year. |
| **What support is available to support with the transition from year 9 to 10?** | • **KS3-4** - Students and their parents are supported at an options evening and in the lead up by the SEND staff and SENCo in making the choices as to which options pathway would best suit them and their aspirations.<br>• Information about your child will be shared with new teachers.<br>• Your child will be supported by the Inclusion staff, Form Tutors and Heads of Year. |
| **How will we support your child when they are leaving this school or moving to sixth form?** | We recognise that “moving on” can be difficult for a student with SEND and so take steps to ensure that any transition is as smooth as possible.<br>• In Year 11, your child will meet with our career's advisor, to create a plan for their Post 16 education.<br>• The SENCo and careers advisor will support you and your child on finding the most suitable college or school.<br>• Where appropriate, the SENCo/careers advisor will support with arranging visits to new schools/colleges for your child. |

**9. Our approach to teaching children and young people with SEN**

| Types of support provided and the relevant stage of the Code of Practice (the document that schools use to plan their SEND input) when receiving this input | What would this mean for your child? | Who can get this kind of support? |
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| ***Stage of SEND Code of Practice:*** **K – SEN Support, which means a student has been identified by the SENCo as needing some additional specialist support in school in the classroom or intervention group, using differentiated resources.**<br>The school will apply a graduated approach to needs using a cycle of 'assess, plan, do, review' and where necessary escalating interventions, assessment and referral. Each student will have a guidance document called a Learning Passport- this may have been informed by support from a trained specialist e.g.<br>• ASD Outreach Team<br>• Sensory Service<br>• Occupational Health<br>• Educational Psychologist<br>• Specific Learning Difficulties Team | • We may decide to screen your child to discount any specific needs (screeners are not formal assessments for a diagnosis, they are our internal measure of potential needs). If we identify a potential need, we will inform you of the results and discuss possible ways forward.<br>• You will be invited to attend a meeting to discuss your child's progress and contribute to planning possible ways forward.<br>• You may be asked to give permission for the school to refer your child to a specialist professional e.g. Educational Psychologist. This will help the school and yourself in understanding your child's particular needs and be able to support them better in school.<br>• The specialist professional will work with your child to understand your child's needs and make recommendations, which may include:<br>• Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support her better.<br>• Using their specific expertise to support the setting of specialised targets and strategies for teachers to implement.<br>• A group run by school staff under the guidance of the external professional.<br>• A group or individual work with an external professional. **The school may suggest that your child needs some individual support in school and how the support could be used, the discussion will incorporate what strategies might be best to put in place.** | **Students with specific barriers to learning that cannot be overcome through high quality teaching and intervention groups.** |

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| **EHC Plan -**<br>**This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching, which cannot be wholly provided by the budget available in the school.**<br><br>Your child may also need specialist support in school from a professional external to the school. This may be from:<br>• The ASD Outreach team<br>• Sensory Team<br>**Occupational Health Service etc** | • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find out more details about this in the Lewisham Local Offer http://www.lewishamlocaloffer.org.uk/#/<br>• After the request has been made and the school have sent in their response to the Local Authority (with a lot of information about your child - the various interventions and external agency support, including some from you and from your child), they will decide whether they think your child's needs (as described in the paperwork submitted), appear complex enough to warrant a statutory assessment. If this is the case, they will consult you and ask a series of professionals to assess your child and submit a report outlining your child's needs.<br>• After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case they will write an Education, Health and Care plan. If this is not the case, they will ask the school to continue with intervention at the level of SEN support and will set up a meeting to review the support for your child to ensure they make as much progress as possible.<br>• The EHC Plan will outline the funding level from the Local Authority and equivalence in terms of the number of hours of individual/small group support your child needs. It will suggest how the support should be used and what strategies need to be implemented. It will also outline long and short-term goals for your child.<br>**An additional adult may be used to support your child with in-class learning, run individual programmes or run small groups which include your child.** | Students whose learning needs are:<br>**Severe, complex and lifelong difficulties impacting on the child's learning and progress** |

<table>
<tr><td>How is extra support allocated to children?</td><td colspan="2">• The school's budget, received from Lewisham LA, includes money for supporting students with SEND.<br>• The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of the needs in the school.<br>• The Headteacher and the SENCo discuss all the information they have about SEND in the school, including:<br>• The students getting extra support already<br>• The students needing extra support<br>• The students who have been identified as not making as much progress as would be expected and decide what resources or training and support are needed.<br>• All resources/training and support are reviewed regularly and changes made as necessary.</td></tr>
<tr><td rowspan="2">Who are the other people providing services to students with SEND in this school?</td><td>A. Directly funded by the school</td><td>○ Learning Mentors<br>○ Teaching Assistants & Higher-Level Teaching Assistants<br>○ Welfare and Attendance Coordinator<br>○ Inclusion Outreach support<br>○ Educational Psychology Service<br>○ Specific Learning Difficulties Team ○ ASD Outreach</td></tr>
<tr><td>B. Paid for centrally by the Local Authority but delivered in school</td><td>○ Sensory Teachers Team for students with visual or hearing needs<br>○ Children's Social Care support<br>○ The Virtual School for Looked after Children can provide a range of tailored support</td></tr>
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| | C. Provided and paid for by the Heath Service but | ○ School Nurse<br>○ Occupational Therapy |
| **How are the teachers in the school supported to work with students with SEND and what training do they have?** | • The SENCo's job is to support the teachers in planning for students with SEND.<br>• The school has a training plan for all staff to improve the teaching and learning of all students including those with SEND.<br>• Individual teachers and support staff attend training courses as and when required. | |

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| **How will the teaching be adapted for my child with SEND?** | • Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure your child's needs are met.<br>• Support staff support children's learning in the classroom where necessary.<br>• Specific resources and strategies will be used to support your child individually and/or in small groups.<br>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. |

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| **How will we measure the progress of your child in school?** | At Sydenham School teachers are continually assessing the progress of students in their subject areas through discussion, questioning, observing and marking classwork and homework. Their assessments inform their planning and delivery to ensure high-quality teaching and full access to the curriculum for all students. Exams and tests provide additional formal assessment. Progress is monitored through:<br>• Predicting outcomes based on baseline assessments which take place in lessons at the start of Year 7 • Reviewing the track grades for all students<br>• Discussions at parents' evenings between staff, students and parents<br>• Regular meetings and reviews with outside agencies, the parent and the child<br>• Annual review meeting for students with an EHCP or Statement<br>• Meetings where any needs for targeted intervention are discussed with students, parents and key staff<br>• Students at the SEN Code of Practice stage of 'SEN Support' will have a Learning Passport which will be reviewed and the plan revised<br>• The SENCo will also check that your child is making good progress with any individual intervention and in any group, they take part in. We use a range of evaluations to assess progress in literacy, numeracy, dyslexia, speech and language, social and emotional difficulties. |

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| **How have we made Sydenham accessible to students with SEND and other needs?** | • We ensure that equipment used is accessible to all students regardless of their needs as some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all of the opportunities and activities (including outside the classroom and school trips) available to their peers.<br>• Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.<br>• The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.<br>• As required by the Equality Act 2010, our school makes reasonable adjustments to ensure equal opportunity for all our students. This includes provision of auxiliary aids and services.<br>• Arrangements are put in place to support children and young people who are looked after by the local authority and have SEN. We work closely with the relevant local authority Virtual Schools to ensure that the students' full range of often complex needs are addressed and supported.<br>• We provide support with homework clubs and access to reading at lunchtime, before and after school.<br>• Key words and literacy resources are used across the school to support learning. |
| **How accessible is the school environment?** | • Disabled parking is available.<br>• We have multiple lifts to ensure the site is accessible to all.<br>• We have several dedicated disabled toilets to ensure accessibility for students and visitors with a disability.<br>• A First Aid room has been provided to enable a safe place for insulin testing/injections.<br>• The school site is fully accessible, and we ensure that there are no unnecessary bars to any aspect of the curriculum or learning due to any special educational need or disability. |

**10. What support is in place for you as a Parent or Carer of a child with SEND?**

We would like you to talk to your child's tutor, teachers and Head of Year regularly, so we know what they are doing at home, and we can tell you what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and at school and can share what is working in both places.

- The SENCo and CL for Inclusion is available to meet with you to discuss your child's progress or and any concerns or worries you may have.
- All information from outside professionals will be discussed with you, with the professional, or where this is not possible, based on the report. The SENCo or CL for Inclusion will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- Homework will be adjusted as necessary to meet your child's individual needs.

You can find contact details for local special educational needs and disabilities information, advise and support (SENDIAS) services here: London (councilfordisabledchildren.org.uk)

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

## 11. Complaints about SEND Provision

Complaints about SEND provision in our school should be made to the SENCo or Curriculum Lead for Inclusion or the Designated Senior Lead (Lucy Hehir) in the first instance. They will then be referred to the school's complaints policy.
The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

We encourage parents to discuss their concerns with the SENCo or the Designated Senior Lead to resolve the issue before making a formal complaint to the Chair of Governors.