



Policy No: 22.1

APPLEFORD SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This policy applies to the whole school, including boarding

This policy, which applies to the whole school, is publicly available on the school website and on request;

a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Applies to:

- The whole School, all staff (teaching, boarding and support staff), proprietors and volunteers working in the School

Legal Status:

- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Related documents:

- Curriculum Policy
- Assessment Policy
- Remote Learning Policy
- It should also be read in tandem with advice updated regularly with school protocols regarding Covid 19.

Available from:

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

This Policy will be subject to continuous monitoring, refinement, review and audit by the Headmaster The Proprietor will undertake a full review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged no later than one year from the date shown below, or earlier if changes in Legislation, regulatory requirements or best practice guidelines so require. This discussion will be formally documented in writing. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay.

The current policy was reviewed and approved by the proprietor in July 2016.

This policy was then reviewed in March 2018 and March 2019 and July 20. (Late because of Lockdown)

It will be reviewed next in March 2021.

Signed: Dr Peter Gardner
Director

Mr David King
Headmaster

Appleford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential

Principles

Appleford School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in supporting pupils with Special Educational Needs. All peripatetic staff are made aware of their caseload pupil's needs. All staff have a specialist responsibility to differentiate lessons to cater for individual learning needs. Parents / guardians and pupils will be made aware of the process of the planning and delivery of support. It is the policy of Appleford School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to the SEN needs of potential tester pupils requesting places at the school. We recognise the benefits of making effective provision to improve successful completion of long-term outcomes for the child or young person.

All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment to set targets which are attainable within structured specialist programmes. We will identify potential areas of difficulty and support them being addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, within our school and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Within the context of the pupils who might require additional support at Appleford School include: pupils with specific learning and co-occurrent conditions.

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our academic and pastoral sub-committee has specific oversight of our school's arrangements for SEN and disability. The SLT will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Appleford School's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school's resources. In such cases the Headmaster and the pupil's parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil's views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of their caseload pupil's needs and are able to meet those needs within the school setting;
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Pupils entering the school will normally have a tester period and professional specialist reports sent to the school. Parents and pupils will have had a meeting with the Headmaster. Pupils are admitted to the school at the discretion of the Headmaster and if the school can offer effective provision.

Special Educational Needs Co-ordinator (SENCo)

The Headmaster has appointed a co-ordinator for special educational needs known as a Head of Learning Support. The current Head of Learning Support is Mrs Shelagh King whose role is to help oversee the needs of pupils throughout the whole school. It is the responsibility of the Head of Learning Support to oversee a learning support team and to co-ordinate the operation of the Special Educational Needs Policy. The Head of Learning Support in our school, in conjunction with the Headmaster and the Senior Leadership Team, has an important role to play in determining the strategic development of SEN policy and provision in our school. The Head of Learning Support, who is a member of the S.L.T, has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The Head of Learning Support provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The Head of Learning Support will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the Head of Learning Support will include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant 'Designated Person' where a looked after pupil has SEN
- liaising with parents of pupils with SEN
- liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

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- 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 a pupil and their parents are informed about options and a smooth transition is planned
- working with the S.M.T. to ensure that the school continues to meet 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 SEN up to date

The school will ensure that the Head of Learning Support has sufficient time and resources to carry out these functions. This will include providing the Head of Learning Support with sufficient administrative support and time away from teaching to enable her to fulfil these responsibilities in a similar way to other important strategic roles within a school.

Therapy Team

At Appleford School we have a therapy team which consists of *2 full time Speech and Language therapists and two who are part. The school has 1 Child Integrative Psychotherapist and 1 THRIVE/ ELSA Practitioner and finally 1 full time Occupational Therapist and 2 Part time Occupational Therapists.* In addition there is 1 specialist teacher working with individual caseload.

The role of the therapy team, will involve:

- overseeing the records for all pupils with special educational needs;
- maintaining the school's SEND and EAL lists;
- liaising with and advising fellow staff;
- liaising with parents of pupils with special educational needs;
- working with external agencies, professionals and specialist tutors as appropriate;
- monitoring Individual Support Plans, as and when required;
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at Appleford School.

What our school does

The educational provision for a pupil is led and co-ordinated by the Head of Learning Support, in conjunction with the Heads of Upper/ Lower School. Pupils can join the school at many different times and Year groups. Their needs are first scrutinised by the Head of Learning Support and on occasions the therapy team and Heads of Year groups/ boarding. A pupil will then be asked for a tester visit if a placement seems relevant. A place may then be offered to the pupil if the tester visit is successful with the provision they receive at Appleford School. Where we identify a child as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a termly review either by school report or parents' meetings through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil making good progress and securing good outcomes.

Where a child who has an Education, Health and Care (EHC) Plan needs joins our school, we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as individual dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

We have arrangements in place to support children with SEN or disabilities. We have a focus on inclusive practice and removing barriers to learning, therefore special educational provision in our school is underpinned by high quality teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where children with SEN are in their learning and development.

We:

- ensure decisions are informed by the insights of parents, specialist reports and those of children themselves;
- have structured small stepped targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, adapting the specialist provision to maximise progress. This will include high quality and accurate formative and summative assessment.

Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our school will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people’s SEN;
- ensure that children and young people with SEN engage in the activities of our school;
- designate a teacher to be responsible for co-ordinating SEN provision – the Head of Learning Support
- inform parents of the special educational provision for a child;
- prepare arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

Identification of Pupils with Special Educational Needs and Disabilities

The identification of pupils with special educational needs and disabilities is:

- on entry when specific needs from expert reports are identified and recorded as part of the entrance/transition process;

Once a pupil’s difficulties have been identified appropriate provision is made. At this stage the pupil is placed on the SEN register and all staff are aware of any adaptations including differentiation that needs to take place in the classroom. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the Head of Learning Support will seek further assessment advice. Teachers are responsible for tracking each pupil’s progress in Literacy and/or Numeracy throughout their time at our school.

Our school will assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- fails to match or better the child’s previous rate of progress
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress will be high quality specialist teaching targeted at their areas of weakness. The pupil's response to such support can help identify their particular needs. All those who work with children and young people will be alert to emerging difficulties and respond early. In particular, parents know their children best we place great importance when parents express concerns about their child's development. Additionally we will also listen to and address any concerns raised by children and young people themselves.

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as: dyslexia, dyscalculia and dyspraxia and can be combined with linked ADHD, ASD and Asperger's syndrome.

Assess

In identifying a child as needing SEN support the class or subject teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

The teacher and the Head of Learning Support will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teachers will remain responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school Head of Learning Support will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the Head of Learning Support, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible.

Support Plans

Each academic year a **Support Plan** for each pupil will be drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have **outcomes** that they work towards.

Parents will be encouraged to contribute ideas/ support their child's progress in meeting these targets. They will be expected to share with the School success when targets are met. Parent(s) will have Parents Evenings three times a year to review the targets and progress. In addition assessment ladders for all pupils will be updated half termly. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as ‘improved reading’, ‘increased confidence’, ‘improved self-esteem’);
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil’s strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Timetabling

The amount and type of support offered to a pupil is dependent on need. Appleford School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil’s development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary.

Emotional and Behavioural Difficulties

Appleford School caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school Child psychotherapist and a THRIVE emotional support programme.

Access to the Curriculum

All pupils have an entitlement to a relevant curriculum, which is differentiated to enable them to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil’s special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.

Partnership with parents

Appleford School works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. We will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will feedback formally to parents via Parent’s evenings and online assessment ladders with easy access for parents.

Network Meetings

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil’s needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school Head of Learning Support and Head of Lower/Upper School. It will provide

an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting feedback effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

EHCP Meetings

All EHCP pupils will have a full meeting yearly. The date for these meetings will be set either by transition needs as in Years 5/9/10/11 or by EHCP review date. These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate. In addition the County Lead SEND will be invited with due notice to attend these meetings.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages.

Complaints

Parents are encouraged to discuss any concerns with the pupil's class teacher, SENCo, relevant SEND leader or the Headmaster.

Disability Discrimination Act

The whole raison d'être of Appleford School is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.