

Date ratified at Full
Governors' Meeting
1st May 2025



Review
Pastoral &
Admissions

SPECIAL EDUCATIONAL NEEDS POLICY

NOTRE DAME HIGH SCHOOL

Part of St John the Baptist Catholic Multi Academy Trust
Company No: 7913261
Registered Office: Surrey Street, Norwich NR1 3PB

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full
(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.



If you need this document in large print, audio, Braille, alternative format or in a different language please contact the Company Secretary on 01603 611431 and we will do our best to help.

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1. Aims

Our SEND policy and information report aims to ensure that as an educationally inclusive school the teaching and learning achievements, attitudes and well-being of every young person matter.

Notre Dame High School fully embraces inclusion at the core of its practice and fully recognises that a whole school coordinated approach is the key to providing opportunities for each student. We acknowledge a commitment to develop the student academically, spiritually, morally and socially and to ensure achievement at all individual levels, in order that every student may reach their full potential. We are committed to providing an inclusive curriculum that provides a broad, balanced, relevant education, which will both teach and allow students to practice and extend their skills in order to increase their ability to cope with the demands of college, work and leisure in life after school.

The school has due regard to the need to eliminate discrimination and other conduct prohibited by the Equality Act 2010, <https://www.gov.uk/guidance/equality-act-2010-guidance> to advance equality of opportunity between people who share a protected characteristic and those who do not, and to foster good relations across all characteristics.

Notre Dame High School is part of the St. John the Baptist Multi-Academy Trust (MAT). The MAT receives a budget to support Special Needs within its Norfolk Cluster of school from the Local Authority. This money is ring-fenced for those schools, from which the Norfolk Cluster Governance Committee provides an agreed budget each financial year to supplement Notre Dame High School's SEND funds. Specific interventions or external assessments are identified, in order to utilise this top up fund and their impact is monitored and reviewed by the Norfolk Cluster Governance Committee.

Our school website has a specific page for SEND information:

<https://www.ndhs.org.uk/page/?title=Special+Educational+Needs+and+Disability+%28SEND%29&pid=346>

The link below outlines our SEND annual report and includes provision, staffing . for 2024-25:

[SEND Information Report 24-25](#)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEND coordinators (SENDCoS) and the SEND annual information report

- This policy also complies with our Funding Agreement and Articles of Association.

3. Definitions

A student has SEND if they have a learning difficulty or physical disability which calls for 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 the majority of 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.'

[SEND Code of Practice 2015](#) - Chapter 6 is particularly pertinent to school provision and teachers.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs Faye Bunn.

She will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with the Deputy Head who oversees student welfare to ensure external agency support is provided for SEND students as well as others.
- Liaise with the Leadership Team member of staff, the Assistant Head teacher – Achievement who lines manages the SENDCO – on the day to day operational aspects of SEND work, and also receive key updates, share County or National SEND requirements and be kept up to speed with, and support, any new initiatives or SEND issues that may affect the school community.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Ensure the school keeps the records / tracking of all students with SEND up to date
- Report on the progress of the SEND cohort on a termly basis e.g. post-exams in September
- Line-manage a team of Lead Learning Support Assistants and Learning Support Assistants with support from the Deputy Head teacher who line-manages the SEND department.

- Direct the support of the SEND administrator.

The Deputy SENDCo

The Deputy SENDCo is Mrs Imogen Burns.

4.2 The SEND Governor

The SEND Governor is currently Mr James McGarry.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school
- Liaise with the Deputy Head who oversees student welfare to ascertain SEND overlap with Pastoral support needed / provide; as well as the Assistant Headteacher – Achievement as necessary.

4.3 The Headteacher

The Headteacher is Mr Thomas Pinnington.

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- In practice, this is also delegated on a day-to-day basis to the appropriate member of the Leadership Team, currently via the Deputy Head Teacher, Dr Shirley Stevenson, (Student Welfare), who line manages the SENDCo.

4.4 Heads of Department and Heads of Year

Each Head of Subject or Head of Year is responsible for:

- Having an oversight of the progress of SEND students within the subject / year provision
- Supporting subject teaching staff in approaches to SEND provision e.g. ensuring access arrangements in place for assessments; suitable differentiation support for assessment preparation; career pathways etc.
- Liaison with the SENDCo in terms of provision, support and timetabling as necessary
- Ensure timetabling of students is considered carefully in terms of ensuring the highest quality of teaching is available for students
- Working with the SENDCo to review SEND cohort's progress and development and decide on any changes to provision recorded in the termly Department SEF / Year Progress report
- Have an overview of teaching assistants or specialist staff within subject provision as applicable

4.4 Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Access and use the SEND student advice sheets
- 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
- Liaise with the Head of Department as necessary

Working with the SENDCo to review each student's progress and development and decide on any changes to provision

- Report on the progress of SEND students termly through the school reporting system as well as for EHCP annual reviews
- Ensuring they follow this SEND policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/39881/SEND_Code_of_Practice_January_2015.pdf - See Chapter 6 p.91 'Schools'.

4.5 Learning Support Assistants

Each Learning Support Assistant is responsible for:

- Supporting the progress of identified students in timetabled classes
- Undertaking tuition or support interventions as directed by the SENDCO
- Access and use the SEND student advice sheets
- Working closely with the SENDCo plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Report on the progress of SEND students as agreed within the SEND department
- Keeping records as agreed to a unified system
- Ensuring they follow this SEND policy
- Further detail is included in the job description

5. SEND information report

5.1 The kinds of SEND that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), inattentive ADHD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

ADMISSIONS AND ACCESS

The admission of all students including those with Special Educational Needs is subject to the criteria as set down in the school Admissions Policy. The admission of students holding an Education, Health, and Care Plan (EHCP) who name Notre Dame High School follows the process set out by the Local Authority. This is initiated by a request from parents/ guardians/ carers or Local Authority representatives. Early discussions with school, parents/ guardians/ carers and LA representatives will be sought to ensure that the student's needs can be met.

Students with additional needs including those with EHCPs are identified upon transfer to Notre Dame High School. Procedures to ensure a smooth transfer are as follows:

- a) Schools are requested to inform Notre Dame of the special educational needs of any child who is transferring to Notre Dame. They are also requested to pass on all relevant documentation.
- b) Liaison with the feeder primary school by the SENDCo in order to identify the specific needs of the child.

- c) Whenever possible the SENDCo will attend the EHCP Review of Year 6 students due to transfer, to discuss student needs and provision.
- d) Admission for students with a physical disability must consider whether the student could reasonably be expected to manage within the school environment with the resources available. Reasonable adjustments will be discussed with parents/guardians/carers, LA representatives and where necessary the County Disability Advisor.
- e) There is wheelchair access to nearly every classroom in Notre Dame High School. There are toilets and washrooms designed for wheelchair access in the St John's, St Mary's, St Julie's, and extended St Peter's buildings, with the addition of a 'Wash and Dry' toilet in the courtyard of St Peter's which only an agreed number of physically disabled students use.
- f) Consideration is given during timetabling to ensure that students will have full access to the Curriculum.
- g) Where situations of unforeseen difficulties occur, the SENDCo and the Head of Year will liaise to make reasonable adjustments to endeavour to allow full access to the curriculum wherever possible.
- h) Advice from the County Disability Advisor will be sought in more complex needs cases.
- i) Access to a broad, balanced curriculum is provided through mainstream schooling. Every teacher is a teacher of special needs and as such each department is responsible for providing an appropriately differentiated curriculum to meet the needs of all students.
- j) Special arrangements for internal and external exams are made as necessary.
- k) Advice from County specialist advisors will be sought whenever appropriate.

[Notre Dame High School - Admissions \(ndhs.org.uk\)](https://www.ndhs.org.uk) - Admissions 2024

[Notre Dame High School Accessibility Plan 2024-27](#)

5.2 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents/carers

We will have an early discussion with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (Code of Practice 2015) <https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25> Chapter 5 p.86-87

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly including information from feeder primary schools, including Key Stage 2 results and in addition:

A) All students are screened for key skills in their first term of Year 7 by the English and Maths Departments to establish the base line of skills. The results of these tests are available to all staff.

B) Ongoing concern and identification by staff.

C) Information gained from external agencies such as:

- Educational Psychology and Specialist Support including CEPP, Open Arms and Dyslexia Outreach
- Sensory Support Service (VSSS)
- Health Services
- Medical Needs team
- Social Care

D) All students identified as having a SEND are placed on the school's Special Educational Needs Register as a K (receiving in class support / intervention) or an E (Education, Health and Care Plan) which is available to all staff, and which contains details of circumstances specific to each individual student. Also, there is an additional needs register which consists of students who have additional diagnoses or needs, different to those of their peers and who need to be monitored for support or intervention – they are coded as M.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this. We invite our CEIAG advisor to all Y9, 10, 11 and 13 EHCP reviews to provide independent advice and guidance on next steps.

5.6 Our approach to teaching students with SEND

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

SEND Code of Practice Chapter 6:

‘6.37 High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.’

We will also provide the following interventions:

- Literacy and numeracy – in class, small group or 1:1 depending on need
- Precision Spelling – training received from Dyslexia Outreach, Taverham.
- Reading intervention for those students identified as below peers, which includes decoding and comprehension in liaison with our Lead Literacy Coordinator. This is usually delivered in their timetabled library lessons and additionally if needed.
- A timetabled non-language, enrichment group in Years 10 and 11 which teaches in parallel to the English department specifications in Literacy and Language (AQA) as well as the reinforcement of spelling, grammar and punctuation, planning, structure and scaffolding with suitably experienced and qualified LSAs.
- Exam preparation, essay planning and revision techniques for Years 10-13.
- In addition to this we also work collegiately with the school's Progress Tutor Team to ensure that those students who are both PP / LAC with SEND who need to 'close the gap' are catered for.
- Modern Foreign Language withdrawal in those cases where literacy needs are well below peers – this is a well thought out decision in liaison with all key staff and parental /carer agreement. Primarily, students with an EHC plan and specific learning needs are identified, followed by those with complex SEND. This is not a decision that is made lightly and targeted LSA intervention is timetabled if this is the case.

PROVISION

Our Teaching and Learning supports the Mission Statement of the school in developing the full potential of everyone.

Our school is committed to creating the conditions so that effective learning can take place in our classrooms.

Students are entitled to equality of opportunity to achieve their individual potential irrespective of their specified barrier to learning. All students are included in all aspects of the whole school community.

We celebrate our achievements both as individuals and as part of a wider community, for example through the House System, during Sports Days, fund raising events (Sponsored Walk etc.) and in every religious aspect of the school.

We support students with individual needs and encourage all students to achieve their maximum potential both intellectually and socially.

This will be achieved through the following processes:

- a) Teachers must have high yet realistic expectations of all students.
- b) They should provide high quality (and where necessary) differentiated work and learning experiences to encourage development of all Special Educational Needs students.

- c) Endeavour to use Learning Support Assistants where provided, in a productive manner, maximising their expertise and skills in the classroom.
- d) Provide encouragement for students to be self-determined and motivated, striving to become independent life-long learners.
- e) Teachers should seek advice from SENDCo on areas of concern for any student.
- f) All students are to be given opportunities to share their education and social experiences with students who are not identified as having special educational needs.
- g) A curriculum that will teach students and allow them to practise and extend personal skill levels.
- h) Access to examinations with agreed support measures in place.
- i) Curriculum content that will increase their ability to survive after school with the demands of college, work, and leisure activities.
- j) A differentiated curriculum where necessary.

The co-ordination and management of special educational need and disability provision is overseen on an operational basis by the SENDCo and Deputy SENDCo.

5.7 Adaptations to the curriculum and learning environment

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

- Scaffolding our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing expertise
- Using recommended aids, such as laptops (either through school – when available or ATT- Access through Technology if criteria can be met), reading pens (JCQ regulation), coloured overlays, visual stress testing referrals to a colorimetric optician, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scribing etc.

5.8 Additional support for learning

We have 8 full time and 1 part time teaching assistants, as well as 1 full time and 4 part time Lead LSAs who are trained to deliver interventions such as:

- Literacy and numeracy reinforcement
- Precision spelling
- Exam question structure
- Revision techniques
- Social skills – lunch club
- Cerebral Palsy physical support in liaison with Occupational Therapists and Physiotherapists
- Muscular Dystrophy physical support and training in liaison with Great Ormond Street Hospital, Addenbrookes Hospital and the Norfolk and Norwich Hospital
- ELK Training from NHS professionals (a device to lift students with physical disabilities who may have had a fall and cannot get up unaided)
- Hoist training from NHS professionals
- Subject specific reinforcement for those students where absence is due to physical or medical needs

All Learning Support Assistants work specifically to support the teacher and the students across the curriculum. Lead LSAs have additional responsibilities linked to the day-to-day needs of the department.

Learning Support Assistants will support students on a 1:1 basis when stated in an EHC plan or short term when the need arises or if the need is deemed 'complex', which includes academic, physical or behaviour issues – again, 1:1 must be agreed by County and stated on the EHC plan provision.

Learning Support Assistants will support students in small groups or 1:1 when learning is below the progress of their peers or if reinforcement is needed in the classroom. We aim to keep the students in class as much as possible so that they are included in the same learning experience as their peers.

5.9 Expertise and training of staff

Our SENDCo has 15 years' experience of teaching in both the primary and secondary school sectors, with a background in pastoral care and special educational needs and disability. She has been in this role for 8 years and has completed National Award for SEND Coordination, which is mandatory within 3 years of being in this position and this is at Masters Level.

She is a subject teacher for 13 hours per fortnight (Food and Nutrition), currently with 4 planning and preparation periods. The remaining hours are allocated to:

- coordinating SEND within the school
- attending meetings (either virtually or face to face)
- attending specific SEND / OFSTED / training update courses
- reviewing and updating paperwork
- testing for exam access arrangements or as a precursor to external assessors from Years 7-13,
- making phone calls to parents/carers, staff, students and external agency emails
- responding to both parental, staff, student and external agency emails
- attending transition meetings,
- attending Y6 EHCP reviews at feeder schools
- organising and overseeing additional specialist transition
- attending Pastoral / SEND parental meetings to discuss progress and support
- assessing for and liaising on exam provision with the exams manager
- completing all exam provision paperwork to JCQ requirements
- reviewing current EHC plans and emergency plans if needed, updating and meeting parents/carers & professionals involved
- co-ordinating with LSAs, staff and students to ensure provision is in place, is appropriate and consistent.
- SEND observations of key students flagged by staff referrals
- line managing the LSA team and completing their Performance Management Reviews.
- responding to consultation paperwork in liaison with the Head Teacher
- Mock support as required including scribing and reading
- internal and public exams for students with specific provision
- yearly exam training updates from JCQ – all staff that provide provision
- day to day cover and timetabling
- administration of day to day SEND paperwork
- organising and leading SEND panels to meet with SEND Governor
- external training SEND lead for EEF as a 'Train the Trainer' – SEND Deep Dives and LSA deployment
- external training for and from CEFEL (Church of England Foundation for Education)

Our Deputy SENDCo has 6 years teaching experience and was appointed to this role in September 2022. She is allocated 6 hours per fortnight within the SEND dept. She has completed her CPT3A qualification and is currently working on her AAC Level 7 accredited assessor qualification to enable her to support the SENDCo in exam assessments and JCQ online applications. She supports the SENDCo with:

- Assessment provision booking
- Timetables
- Cover support
- Additional scribing or reading for assessment support
- Room booking
- Completion of accredited course

- Parent/carer, staff and pupil support in the absence of the SENDCo
- Admin support re: day to day SEND paperwork

There are 12 hours a week allocated to admin support.

We have a team of 4 (full and part time) Lead Learning Support Assistants who are trained to deliver SEND provision and have additional responsibility including: exam room allocation and invigilation, cover, intervention and day to day support of the SENDCo and dept.

In the last academic year, SEND dept. staff have been trained in person or virtually with:

- Safeguarding and Prevent
- Metacognition and self-efficacy
- ASD
- ADHD
- Dyslexia
- Cerebral Palsy
- Diabetes
- Manual hoisting
- Muscular Dystrophy – Duchenne's, Charcot Marie Tooth Type 2 and Becker's
- EBSA – Emotionally Based School Avoidance
- Trauma Informed Teaching and Support
- VSSS – British sign language - basic

We use appropriately experienced staff for literacy, numeracy, science and spelling intervention, exam revision and study techniques, as well as 6th form study skills support including specialist leaders in Maths, Psychology and English.

5.10 Securing equipment and facilities

- The SENDCo will work closely with the Site Team; IT Services and Finance Team as necessary.
- NHS training and liaison with hoist and plinth - as needed
- Equipment is supervised by the SEND Administrator who is based on the SEND Floor e.g. radio mics, PCs, visualiser etc.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks initially and extending if necessary
- Using student and parent questionnaires / surveys
- Monitoring by the SENDCo
- Using tracking, provision maps and termly reports to monitor and measure progress
- Holding annual reviews for students with EHC plans or more frequently, depending on the complexity of need / change in need
- Where assessment indicates that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements should seek to ensure that there are enough services to meet the likely need in an area. The Local Offer should set out clearly what support is available from different services and how it may be accessed.

<https://www.norfolk.gov.uk/children-and-families/SENDd-local-offer>

5.12 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to participate in our residential trip(s) to Italy, France or Japan etc.

All students are encouraged to take part in sports day/school plays/special workshops and more recently liaison and links with local special schools for art/tech projects and staff expertise.

No student is ever disadvantaged from taking part in these activities because of their SEND or disability.

Risk assessments and reasonable adjustments are always at the forefront of our inclusivity.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council and are also given the responsibility of becoming a SEND Ambassador – this includes being part of student interview panels, tour guides and support on transition days, answering both parental and student questions.
- Students with SEND are also encouraged to be part of our array of lunch clubs to promote teamwork/building friendships etc. These are available to students from Years 7-11, and are overseen by key staff. Support is also on offer for homework issues both before, lunch and after school in the library.

We have a zero-tolerance approach to bullying, and this is reinforced in our school ethos and Mission Statement. The arrangement of visits to special schools and educating students on the variety of SEND needs in our society, and within our own community, is vital to encourage tolerance and kindness.

THE SCHOOL MISSION STATEMENT

I have come so that they may have life and have it to the full

(John 10:10)

We are a joyous and inclusive Catholic school, inspired by the love of God and the teachings of Jesus, specifically faith, hope, forgiveness and peace.

Our community is committed to a rounded education that develops knowledgeable, morally informed and compassionate young leaders.

5.14 Working with other agencies

Notre Dame is committed to working with outside agencies such as Early Help, The SEND and Inclusion Team, access to the Unregulated Alternative Provision Directory, Supporting Smiles, CAMHS, School and Community Team, CEPP, Open Arms, Dyslexia Outreach, Indigo and when needed, both Educational and Clinical Psychologists and more recently the EBSA Team to support school absence due to anxiety.

5.15 Complaints about SEND provision

If there are any concerns about the SEND provision for an individual, these should be communicated in the first instance to the SENDCo. If required, complaints about issues to do with Special Educational Needs should also follow Notre Dame High School's standard Procedure for dealing with complaints. Please see the procedure for complaints on our website or request a paper copy (from the Company Secretary at the school) to be sent to you:

<https://www.stjohnthebaptist-cmat.org.uk/page/?title=Policies&pid=22>

The parents/carers 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

Contact details of support services for parents/carers of students with SEND and the local authority 'local offer':

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

6. Monitoring arrangements

This policy will be reviewed by the SENDCo **every year** as well as the information report.

It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

All staff are responsible for assessing, monitoring and tracking the progress of all students. In addition, the SENDCo is responsible for tracking the attendance, pastoral concerns and progress of students on the SEND register.

7. Links with other policies and documents

This link to our policies is on:

<https://www.ndhs.org.uk/page/?title=Policies+%26amp%3B+Documents&pid=88>