SHREWSBURY HOUSE SCHOOL
FOUNDED 1865

LEARNING ENRICHMENT POLICY

Policy owner:	Learning Enrichment Coordinator (LEC)
Approved by:	Executive Head
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Next review:	September 2027

Introduction

As an academically selective boys' school, we welcome all pupils who can make the most of the opportunities that we offer and can flourish in the caring environment of Shrewsbury House School (SHS). The School values every pupil as an individual, irrespective of any special educational need, learning difficulty or disability.

In order to be offered a place at SHS, a pupil must have performed satisfactorily and been successful in the school's entrance examinations procedures. We take all reasonable steps to support pupils with learning difficulties and disabilities, both during the admissions process and throughout a pupil's time at the school (see the School's Accessibility Plan).

We advise prospective parents to inform us of any special arrangements that may be required for their child during our entrance examinations so that appropriate provision can be made. A copy of an educational psychologist's report or a medical report must be provided to support a request for special arrangements. Parents of pupils joining the School are asked to inform us of any history of learning support for their son, to discuss any learning difficulties or disabilities that may have been identified or suspected, and to supply any relevant reports.

All boys have a right to be educated alongside their peers. At SHS we are fully committed to meeting the needs of those boys with Special Educational Needs and Disabilities as far as is reasonably practicable and compatible with the provision of the efficient education of other boys.

Recommendations made in the the DfE Special Educational Needs and Disabilities (SEND) Code of Practice 2015 are not legally binding for independent schools but we choose to have regard to its recommendations, which have been incorporated into this policy.

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled children. In line with this act, we are committed to not directly or indirectly discriminate against, harass or victimise disabled children. We will make reasonable adjustments to ensure that disabled children are not at a substantial disadvantage compared with peers.

The SEND Code and Equality Act give statutory guidance on identifying SEN in schools. The system for assessing learning support requirements at SHS has been developed both in accordance with the

statutory guidance and in response to the particular context of the School. The School does its best to identify all cases of special educational need, but cannot guarantee to do so.

In meeting these responsibilities SHS also has due regard to the SEND Code, Every Child Matters and the Equality Act.

Definition of Individual Learning Enrichment

Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if he:

- has a significantly greater difficulty in learning than the majority of others of the same age; **or**
- has a disability which prevents or hinders him from making use of facilities generally available in a mainstream school; **or**
- is under five years old and would be likely to have such difficulties if special educational provision were not made for him.

Pupils will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The SEND Code identifies four key areas of SEND:

- communication and interaction;
- cognition and learning;
- social, mental and emotional health;
- sensory and/or physical.

These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the School needs to take, not to fit the child into a category. We identify the needs of the whole pupil, not only their SEN, in order to establish what provision is required. SHS will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Special Educational Provision

For children aged two or more, 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, maintained nursery schools, mainstream post –16 institutions or by relevant early years providers.

Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act). It is important to note that a pupil who has a disability may not necessarily have a specific educational need. Not all disabled pupils have SEN.

Safeguarding pupils with Learning Support Needs

The School recognises that pupils with Learning Support needs may be more vulnerable to bullying or other kinds of abuse. To ensure that all pupils receive equal protection, we give special consideration and attention to any pupil who is disabled or has specific educational needs, including those who do not have English as a first language. Monitoring is carried out through the pastoral systems of the School. The Form Tutor, in conjunction with the pupils' Head of Year, monitors these pupils closely. Where necessary, pupils with specific needs may be discussed at the weekly pastoral meeting and/or safeguarding meeting.

The Deputy Head Pastoral is involved in supporting the child where this is deemed to be appropriate and the DSL liaises with Children's Social Care regarding involvement of outside support agencies as necessary. Special consideration also extends to the provision of safeguarding information, resources and support services in community languages and accessible formats. It may also include, as necessary, the appointment of an appropriately trained and informed teacher to promote the educational achievement of any child who is 'looked after' or who is otherwise considered in need of such support. Where a member of staff is placed in a position of working with a 'looked after' child, they will be provided with all necessary information, including: the child's status, up-to-date assessment information from the relevant Local Authority, the most recent care plan, contact arrangements with parents, care arrangements and delegated authority to carers and information available to the DSL.

Aims

All pupils are entitled to receive a broad, balanced education that enables them to achieve their best and become confident individuals living fulfilling lives. We seek to create an inclusive environment that meets the educational needs of each child. Pupils are provided with appropriate learning opportunities, catering for individual differences and special educational needs.

Lessons are conducted in a secure, supportive and disciplined manner. Pupils and staff interact in a manner that demonstrates mutual respect. We seek to demonstrate concern for the whole child, addressing emotional, mental and social development as well as intellectual needs. In addition, we:

- provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals;
- offer educational provision that is additional and different where needed, either classroom based or through individual or small group tuition, deploying staff and resources flexibly to meet identified needs.

Objectives

The school seeks to uphold these fundamental principles, in line with the SEND Code:

- enable all boys to have full access to all elements of a broad, balanced and relevant education and extracurricular activities;
- ensure early identification of needs and early intervention to support them;
- ensure that all boys are valued equally;
- ensure that all boys make progress;

- work in close partnership with parents/carers and boys and ensure that pupils and their parents have a voice in this process and are involved in decision making regarding the pupil's education, including target setting and reviewing;
- have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals;
- work proactively with outside agencies, including Social Services, parent support groups, Educational Psychologists, Occupational Therapists and medical services, as well as our internal speech and language therapist, psychotherapist and Level 7 dyslexia specialist in identifying, assessing and meeting individual support needs;
- make clear the expectations of all partners in the process – Learning Enrichment Coordinator (LEC), staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff;
- maintain and develop a range of expertise within the school;
- monitor, review and evaluate policy and provision on a regular and systematic basis;
- promote positive outcomes in the wider areas of personal and social development;
- where appropriate, work in close liaison with the local authority, to improve outcomes for children with SEN or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary (SEND Code, chapter 9).

Roles and Responsibilities

The Governing Body

The Governing Body, with the Head and all the staff at SHS, have agreed this policy and the procedures for meeting the needs of those boys requiring Individual Learning Enrichment Support, with or without an Education, Health and Care Plan (EHC). The Governors determine the staffing and funding arrangements and generally oversee the school provision and work. An individual Governor takes responsibility on behalf of the Governing Board for Individual Achievement Support.

The Governing Body of SHS endeavours to follow the guidelines as laid down in the Education Act 1996 and included in the Code of Practice 2015 in order to:

- do its best to ensure that the necessary provision is made for any boy who is on the SEND register;
- ensure that where the 'responsible person' – the Head or the appropriate Governor – has been informed by the Advisory Body that a boy has SEND/Individual Learning Enrichment, those needs are made known to those who are likely to teach him;
- ensure that all teachers are aware of the importance of identifying and providing for those boys who have SEND/Individual Achievement Support;
- ensure that a boy with SEND/Individual Support joins in the activities of the school, together with boys who do not have special needs, so far as is reasonably practical. This should be compatible with the boy receiving the special educational provision their learning needs call for and the efficient education of the boys with whom they are educated, as well as the efficient use of resources.

Executive Head

The Executive Head, the LEC and the LETs monitor the school's work closely on behalf of the boys requiring extra support. The Head will keep the Governing Body fully informed on SEN/Individual Achievement Support issues. The Head will work closely with the LEC.

LEC and LETs

The Learning Enrichment Coordinator, with the Head and Deputy Head Academic, plays a key role in determining the strategic development of the Special Educational Needs Policy and provision in the school in order to raise the achievement of boys requiring Individual Support.

The LEC takes day-to-day responsibility for the operation of the SEND policy and, with the support of the Learning Enrichment teachers (LETs), co-ordinates the provision for individual boys, working closely with staff, parents and carers and other agencies. The LEC and LETs provide relevant professional guidance to teachers with the aim of securing high-quality teaching for boys requiring Individual support.

Through analysis and assessment of a boy's needs, and by monitoring the quality of learning and standards of boys' achievements and setting targets, the LEC and LET develop effective ways of overcoming barriers to learning and sustaining effective teaching.

At SHS the principal responsibilities for the LEC include:

- advising the Head and Governors;
- co-ordinating provision of SEND;
- liaising with, and advising, teachers;
- overseeing the records of all boys with SEN, the administration of reviews, support plans and the SEN and monitoring registers (provision map);
- liaising with parents of boys requiring individual support;
- contributing to the in-service training of staff;
- liaising with external agencies and internal therapists, including the Educational Psychology Services, Health and Social Services and voluntary bodies.

At SHS we acknowledge the importance of this role and the time required for managing individual support. To that end the LEC is supported by the Learning Enrichment teachers (LETs) who assist with all aspects of the LEC's role, formulates boys' support plans and provides a timetable of in-class support and, where applicable, withdrawal from class for specialist one-to-one or small group support.

All Staff

The Code of Practice 2015 states that: 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

All staff are involved in the implementation of the school's SEND policy and need to be fully aware of the procedures for identifying, assessing and making provision for boys with SEND. Teachers are fully involved in providing for the needs of the boys in their care by providing information on boys to the LEC and LET and helping to implement support plans. Teachers are responsible for setting suitable

learning challenges, responding to boys' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Key Workers

Where appropriate (although rarely) key workers are employed to support a child with SEND, at an additional cost to the parents. The key workers liaise with the class teachers, LEC and LET on planning, on pupil response and on progress.

Partnerships

At SHS we believe that to successfully meet the needs of boys requiring learning support, strong partnerships between all those involved is essential – parents/carers, boys, staff, Advisory Bodies, other agencies and future schools. We realise the importance of a clear understanding of roles and responsibilities, including clarity of information and good communication.

Partnership with Parents/Carers

At SHS**,** we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their son's needs are identified properly and met as early as possible. In order that parents play an active part in their son's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

At SHS, we endeavour to support parents so that they are able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their son's education;
- have knowledge of their child's entitlement within the Government's SEN Framework;
- understand procedures and documentation;
- make their views known about how their son is educated.

The school informs parents when special needs are first conclusively identified and will keep parents informed of any changes, encouraging them to participate from the outset and throughout their son's educational time at the school. When a boy has a nominated guardian, this individual is accorded the same rights and responsibilities as parents.

Record Keeping

At SHS**,** we acknowledge the importance of keeping records to meet the needs of individual boys. The following procedures are followed.

- The LEC and LETs have responsibility for keeping records of concerns, intervention and progress through liaison with the teachers.
- The LEC and LETs are responsible for ensuring that comprehensive records are kept properly and available as needed.
- If the school refers a boy for formal assessment by an Educational Psychologist, a record of the boy's work, including the resources or special arrangements already used will be made available, where appropriate.
- SHS retains records relating to pupils listed on Monitoring and SEND lists.

- On transfer to another educational establishment, the school provides full pupil records to the receiving school on request. Such records include all the information held by the LEC and LETs, including Support Plans (where appropriate), provided that the parents have agreed to the release of such information. Copies should be kept in the school for future reference in line with the school's archiving procedure.
- A record of the boy's Support Plan and all correspondence relating to the boy's SEN is kept in the boy's confidential electronic file.

Record Retention and Data Protection

- SHS ensures that all records relating to individual pupils, including Educational Psychologists' reports, support plans and notes from meetings with parents and teachers and other sensitive data are securely stored.
- Records of anything relating to pupils with SEND should generally be retained until the pupil reaches 25 years of age plus an additional 6 years (until their 31st birthday), to align with the lifespan of an Education, Health and Care Plan (EHCP) and statutory limitation periods.
- In line with the School's Pupil Privacy Notice, details of any support strategies put in place are shared with the Independent School Inspectorate, when they inspect the School and may also be shared with any future schools upon request.

Monitoring Boys' Progress

Our graduated response to individual needs is carried out in the following way.

Targeted Provision

At SHS, we aim to provide a personalised curriculum where teachers make reasonable adjustments to meet the needs of every individual pupil. High-quality teaching and adaptive practice are embedded in planning and monitored regularly. When a concern is raised by teachers or parents, the Learning Enrichment Coordinators (LECs) carry out an observation which may lead to a pupil and parent meeting, with specific in-class strategies formalised in a digital Individual Support Plan (ISP). This level of targeted support may also include short-term, small-group interventions, which are recorded on the school Provision Map.

Targeted Plus Provision

Targeted Plus provision is for pupils who need tailored input from external specialists to access the curriculum fully. For these pupils, the ISPs will incorporate strategies and adjustments recommended by the relevant external specialist.

Specialist Provision

Where a pupil demonstrates a need for high-level, bespoke support, individualised one-to-one provision will be discussed and considered with parents, and an enhanced Support Plan established. Pupils receiving support at this level follow the **Assess, Plan, Do, Review** cycle as laid out in the SEND Code. Subject teachers remain responsible for meeting the child's needs on a daily basis, implementing the ISP, and monitoring progress towards outcomes, supported by ongoing guidance and advice from the Learning Enrichment team.

ASSESS, PLAN, DO, REVIEW

Teachers are responsible for the progress and development of the pupils in their class. The main principle should be that of a graduated response: **ASSESS, PLAN, DO, REVIEW.**

Assess

Initially, the graduated approach involves gathering on-going, day-to-day assessment to make judgements about the progress a pupil is making and to gauge any barriers that may be getting in the way of them making comparable progress to their peers. Where concerns about a pupil's progress continue, the LECs will have further discussions with the pupil, teachers and parents. On occasions, a pupil may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This could include:

- Standardised reading, spelling or mathematics tests.
- Other diagnostic assessments such as cognitive abilities tests (CATs).
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning will involve the pupil, parents and staff from the school who know the pupil well. Where other professionals are working with the child, they should also contribute to planning.

Additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used.

Once the support has been agreed, it will be recorded and shared with everyone in the form of a support plan.

Do

The Code of Practice makes it clear that it is the responsibility of all teachers to implement the plan on a day-to-day basis.

At SHS, implementing the support plan will mean:

- Delivering high-quality teaching to the pupil in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the ISP.
- Managing any supporting staff who are working with pupils with SEN in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring the student's progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with pupils and parents in order to establish how things are going and whether any changes are required.

Review

This review will give feedback into the analysis of the pupil's needs, then the LEC will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents and the pupil. Where there is a sustained period of insufficient or no progress, the School may decide to gain involvement and advice from a specialist or external agency. The School will consult with parents before involving a specialist or external agency and all costs must be agreed and settled directly with the external body.

Further information on Support Plans

When pupils are diagnosed with a special educational need, or have been identified as requiring extra support in order to access the curriculum, a digital Individual Support Plan (ISP) will be drawn up, outlining key strategies for support as well as any appropriate exam concessions. SHS uses its own models and pro-formas and it is the responsibility of the LECs to draw up and review the plan at this stage. The LECs circulate the ISPs to all members of the teaching staff, who in turn implement the plan with the support of the Learning Enrichment team.
Where a pupil is at serious risk of disaffection or exclusion, the ISP should reflect appropriate strategies to meet their needs.

Support Plan Review

ISPs are reviewed by the LECs and pupils at least once a year, though in certain cases more frequently.

Relevant members of the teaching staff are expected to contribute to the review.

1. If a pupil makes little or no progress, consideration should be given to involving specialists, including those from outside agencies. A specialist should always be involved where a pupil continues to work at levels substantially below those expected of children of a similar age despite the implementation of SEND support. This might include the recommendation of an Educational Psychologist's assessment to determine whether a pupil is entitled to extra time. The advice /support varies according to the needs of the pupil. The services offered will usually incur additional costs to the parents.

   The triggers for intervention could be that, despite receiving an individual programme and/or concentrated support, the boy:

   - continues to make little or no progress in specific areas over a long period;
   - continues to have difficulty in developing literacy and mathematical skills;
   - has emotional or behavioural difficulties that interfere, substantially and regularly, with the pupil's own learning, or that of the class group, despite having additional support for behaviour;
   - has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service;
   - has continuing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

External Support Service Intervention

Where help is sought from external support agencies, the following points are taken into consideration:

- The support agencies need to see the pupil's records to establish which strategies have been employed and which targets have been set and achieved.
- The support agencies can advise on new and appropriate targets for the pupil's support plan and accompanying strategies.
- The targets set might require specialist assessment arrangements to gauge progress. If so, outside specialists, for example, Educational Psychologists could be required for this.
- The LECs and the external specialists consider a range of teaching approaches, appropriate equipment, and teaching materials, including ICT.
- The external specialist might act in an advisory capacity, assess the pupil or be involved in teaching/supporting the pupil directly.
- In some instances, improved management, based on advice from health professionals, might reduce the pupil's Special Educational Need considerably.
- The ISP will be drawn up by the LECs based on the advice of the external specialist.
- The strategies specified in the ISP should be implemented as far as is reasonable in the classroom setting.
- The delivery of the interventions drawn up in the ISP are the responsibility of all staff teaching the pupil.
- If the LECs and the external specialist consider that the information gathered about the pupil is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the parents is sought.

The LECs should note in the pupil's records:

- What further advice is being sought?
- The support to be provided for the pupil pending receipt of the advice.

1. In a small number of cases, where the pupil remains a significant cause for concern after intervention and progress continues to be insufficient a request can be made for an education, health and care needs assessment - the Local Authority (LA) makes the decision whether to proceed. The school will be expected to provide evidence of the action they have already taken.

2. A statutory assessment of education, health and care needs is completed by the local authority – during the process the LA must provide parents and children with impartial advice and support.

3. An EHCP plan should be prepared and a draft plan sent to the pupil's parents with sufficient time allowed for them to present their views.

4. The final plan should be signed and dated by the LA officer responsible and must be issued to the governing body or Head.

5. Formal reviews of the EHCP plan must take place at least annually. The timing of the review should reflect the circumstances of the pupil, for example, if leaving and going onto their next school.

The purposes of the review are:

- to assess the pupil's progress towards meeting the objectives specified in the EHCP;
- in the case of the first annual review, to assess the pupil's progress towards targets in the EHCP;
- to review the special provision made for the pupil;
- to consider the appropriateness of the EHCP in light of the pupil's performance;
- to consider if the EHCP is to be maintained.

Annual Review Procedures

At SHS, the Head has delegated responsibility for the administration of Annual Reviews to the LECs. The subject teachers assist with reviews where appropriate. The LECs should provide a report following each annual review.

The LECs seek written advice from:

- the pupil's parents;
- anyone specified by the Authority;
- anyone else the LEC/Head considers appropriate.

The LEC/Head circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance.

The school's advice should contain commentary on:

- the pupil's progress towards meeting the objectives in the EHCP;
- progress towards short-term targets;
- the progress in behaviour and attitude towards learning;
- the continued appropriateness of the EHCP.

Annual Review Meeting

The review meeting will normally be arranged in the school and should be chaired by the LECs. The LECs will convene the meeting, inviting the pupil's parents/carer (parents should be encouraged to attend and contribute their views), the pupil's tutor, a representative of the LA, any person whom the Advisory Body considers appropriate, and any other person whom the LECs deem appropriate.

Agenda items should consider:

- whether the EHCP remain;
- whether any amendments are required;
- whether the LA maintain the EHCP, or if the LA should be recommended to cease the EHCP;
- any new targets to meet the objectives set out in the EHCP;
- whether any additions or amendments should be made to an existing education plan.

After the annual review the LECs should prepare a report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is earlier.

Provision Map

The Learning Enrichment Co-ordinators maintain pupil records on a Provision Map.

All teachers have a copy of the Provision Map, a summary of all pupils' needs and subsequent recommendations, all actions agreed to date and all other relevant information. The Learning Enrichment file on the school's shared drive also holds all this information and is made available to all staff working with the boys. Electronic copies of the pupils' Educational Psychologist reports can be accessed by teaching staff via SchoolBase.

SHS has a duty to prepare an Accessibility Plan for pupils with particular needs in order to:

- increase the extent to which they can participate in the curriculum;
- increase the physical accessibility of school premises for them;
- increase their access to information/communication.

The Accessibility Plan can be found on the School website.

Specialist Staff

At SHS, we currently benefit from three specialist therapists/teachers (speech and language therapist, psychotherapist and Level 7 dyslexia specialist). Once contracts have been agreed between parents and therapists, pupils are withdrawn from their class timetable to benefit from their expertise. All interested parties (parents, LEC, LET and the Head) would be involved in the decision as to whether the child would benefit from these extra lessons / support.

Policy for Temporarily Disabled Pupils/Pupils experiencing recovery from major operations or other temporary physical or significant emotional challenges

When pupils experience temporary challenges that can potentially have an impact on their learning, participation in and enjoyment of school, where practicable, every effort is made by the school to ensure a variety of relevant measures are put in place to provide maximum support for these individuals.

The following approach is taken:

- It will most likely be the individual pupil's tutor who will first become aware of such situations, although in particular when accidents have taken place outside school, occasionally it is the office staff or School Matron who are contacted by parents/carers – this information is then forwarded immediately to the relevant tutor, the LEC and the Health, Safety and Welfare Officer.

- If particular arrangements need to be organised to support the pastoral well-being of the pupil e.g. 'peer buddying system' to support the carrying of a pupil's belongings, lunch tray etc the tutor will take responsibility for putting these arrangements in place.

- If particular access arrangements need to be organised e.g. in the case of an impairment to mobility, re-allocating certain lessons to the ground floor; making changes to classroom seating and the exit time from lessons; the provision of a scribe and/or access to a word processor /photocopied class notes etc. The LEC and the Health, Safety and Welfare Officer will take responsibility for putting these arrangements in place.

- A support plan will be agreed which will be communicated in writing to the pupil's parent/carer by either the tutor or the LEC.

- All special arrangements required will be communicated by email to the teaching and admin staff.

Extra time and computer allowances in examinations

Pupils who are granted extra time or computer allowances must have this recommended by an educational psychologist or suitably qualified person. The School must be in possession of a report in order for the specific recommendations to be granted. Such pupils will be given these allowances in all examinations. The LEC liaises with the Deputy Head Academic to ensure that all necessary arrangements are in place in line with the regulations set by the Joint Council for Qualifications (JCQ).

Evaluation

This policy will be the subject of regular review by the Executive Head, LEC, LET, SEND Governor and staff in accordance with the School's policy.

Complaints Procedures

In the first instance, parents' complaints about the provision or organisation of Individual Achievement Support are dealt with through the procedures outlined in the Complaints Procedure.