



SEXEY'S
SCHOOL

Special Education Needs and Disabilities (SEND) Policy

SEPTEMBER 2022

Date of Policy	September 2022
Review Date	September 2023
SLT Lead	Rebecca Taylor
Policy last reviewed by	Rebecca Taylor
Governing Body Link	Jo Simons
Policy level	School Level

We believe that all children and young people should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

This policy will be reviewed by the Governing Body annually and will next be reviewed in September 2023

Signed: 

Helen Cullen
Headteacher

Signed:

Jo Simons
SEND Governor

School Vision and Ethos

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect.

As a school we have a determination “*to be exceptional in all that we do*” and have an unrelenting commitment to provide:

- exceptional learning experiences within an environment where students can thrive and learn.
- a caring community that provides students with first class advice, support and guidance, where Children are valued for their individuality and their potential is nurtured and developed.
- a wide range of opportunities that help develop exceptional Children with the skills, confidence and knowledge to make a positive contribution to the local and global community both now and in their future lives.
- staff with an exceptional place to work, to develop and to inspire Children.

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools – (DfE May 2014)
- SEND Code of Practice 0 – 25 (July 2014)
- Schools’ SEN information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Joint Council for Qualifications (JCQ)
- Sexey’s School Disability Policy (Exams)
- Sexey’s School Exam Access Arrangements Policy

Special Educational Needs and Disability (SEND) - Sexey’s School Information.

The Headteacher, Helen Cullen, has overall responsibility for SEND at Sexey’s School.

The designated teacher responsible for coordinating SEND provision for children/ young people is Rebecca Taylor, who can be contacted via email rtaylor@sexey.somerset.sch.uk or by

telephone 01749 813393. This person, the SENDCO, is a member of the Senior Leadership Team (SLT).

The person coordinating the day to day SEND provision for children/ young people at Sexey's School is Rebecca Taylor (SENDCO).

This policy was developed in conjunction with parents, carers, students, governors, teachers, teaching assistants and the Senior Leadership Team.

Aims and Objectives

Sexey's SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school both in the classroom and in boarding. It is driven by the high aspirations we have for all young people in our school to make a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life;
- To develop each individual's self-esteem and positive view of him or herself as a learner;
- To provide access to and progression within the curriculum;
- To involve young people in planning to address and monitor their special educational needs and /or disability;
- To work in partnership with parents to support their children's learning and health needs;
- To prepare young people for life beyond school;
- To provide quality training for staff in special educational needs and disability.

OBJECTIVES:

- To identify and provide for young people who have special educational needs and additional needs;
- To work within the guidance provided in the SEND Code of Practice, January 2015;
- To operate a person-centred, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs and Disabilities Coordinator (SENDCO) who will work with the academic and support staff within the bounds of the SEND policy;
- To provide support and advice to all staff who work with young people with SEND.

Categories of Special Educational Needs

Sexey's School identifies a student as having SEND by the definition set out in The SEND Code of Practice: 0 to 25 (June 2014) (section 6.15):

“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.”

The SEND Code of Practice: 0 to 25 (June 2014) identifies SEND under four broad areas of need (sections 6.28 – 6.35):

- I. Communication and interaction
- II. Cognition and learning
- III. Social, emotional, and mental health difficulties
- IV. Sensory and/ or physical needs

Young people may have needs in more than one category and we aim to ensure that individual plans match personal priorities and identified needs.

Sexey's School staff use a wide range of tools to assess the amount and level of SEND support required. Many of our students with additional needs are identified by their primary school teachers or Special Educational Needs Disabilities Coordinator (SENDCO). There is close liaison between the primary feeder schools, SEND team and the transition coordinator at Sexey's, followed by careful planning to ensure that learning differences are catered for.

We adopt a whole school approach to identifying needs. The testing of literacy attainment is carried out in the first half of term with all students and this information is used to identify those needing support, to monitor progress and to build up evidence for exam boards in case the student needs support in external examinations later. Subject teachers regularly monitor students to ensure they are making progress and to look for any unexpected difficulties or slow progress. They will refer students to the SENDCO following Sexey's graduated response to SEND if high quality teaching and learning, along with classroom support isn't sufficient to overcome barriers to learning (Appendix 1). Teachers and Teaching Assistants identify any students with communication needs or those lacking in confidence and will refer these to SENDCO for formative assessment.

If a member of staff identifies a student is struggling, they may also refer the student to the SEND department using Appendix 2. The SENDCO and teachers, will use Somerset's Graduated Response Tool (<https://beta.somerset.gov.uk/education-and-families/the-local-offer/education/targeted-education-support/>) to offer advice on strategies or to suggest a specific intervention. Following consultation with families, external organisations may be brought in to carry out further assessment and to advise the teaching staff.

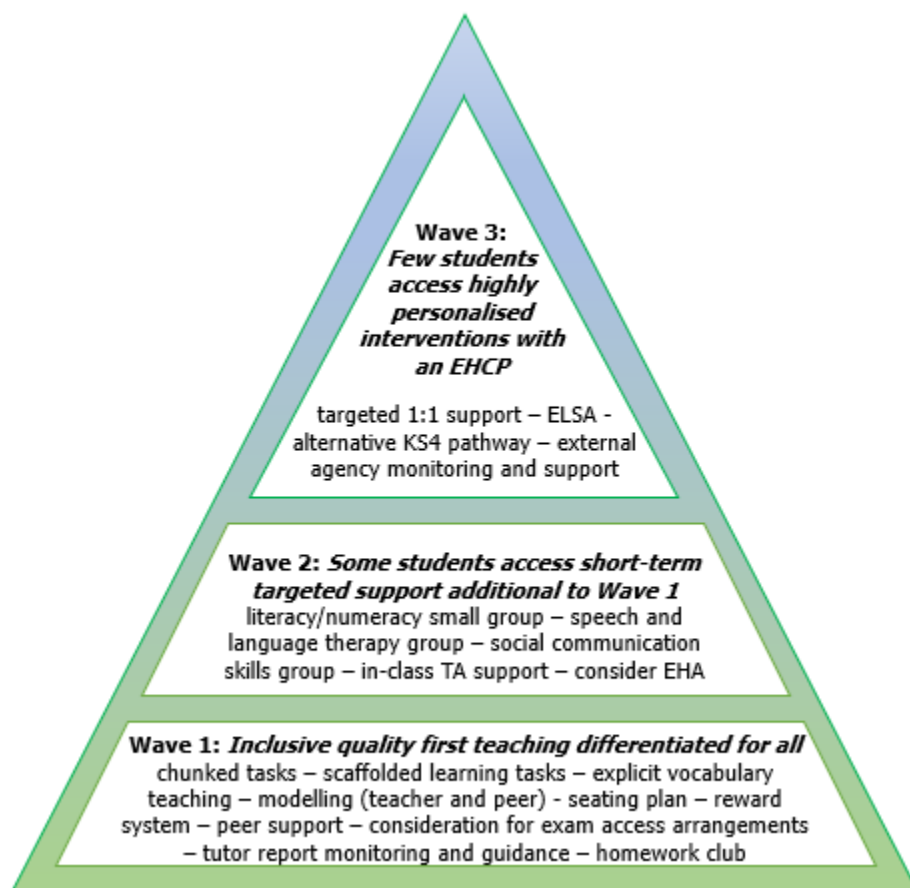
All staff at Sexey's listen to concerns of parents and carers and appreciate that they have a unique insight in to their children.

Learning needs are managed either by using additional support (SEND Support/ Wave 2) or by having an Education, Health and Care Plan (SEND Support/ Wave 3). The majority of children/ young people with special educational needs or disabilities will have their needs met through a whole school approach and be placed on the SEND register at the level of 'Wave 1 High Quality Teaching' in compliance with the SEND Code of Practice 0 to 25 (January 2015).

We acknowledge that at Sexey's, all teachers are teachers of SEND and all pupils have access to a broad and balanced curriculum. Teachers set high expectations of every pupil. Our teachers are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

Graduated Response:

Waves of intervention model:



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. Universal Provision, differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'.

We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, 'Assess, Plan, Do, Review' (APDR) learning plans will be created within Provision Map (Appendix 3) and shared with teachers; support and provision will be assigned based on the identified need.

Where SEND needs have been identified through assessment and/or diagnosis, the decision is recorded in the school records and the parents/carers are informed in writing that special

educational provision is being made. The SENDCO will use the school's tracking system and comparative national data to monitor the level and rate of progress for young people identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Example of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)
- Being a child of Service personnel
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement or other family circumstances

Managing SEND at Sexey's School

Where a young person is identified as having SEND and/or a disability, Sexey's School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/ carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

In addition to the normal reporting arrangements, parents are informed about the progress if they are following additional programmes or interventions. Contact is achieved through email or telephone in addition to regular parents' evenings. Students are actively encouraged to take ownership of their own learning and target-setting. For students with Education Health and Care Plans (EHCP), Annual Review meetings take place so that families, and young people are involved in deciding next steps and parents/ carers are advised on how to help support learning outside of the school.

The SENDCO is responsible for maintaining and updating records and plans in partnership with subject teachers. If a student fails to make progress the teacher will work with the SEND team to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised Pupil Passport (Appendix 4) to share the young person's views on how they prefer to have their needs met. A central provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available.

If the SENDCO identifies that Sexey's School is unable to fully meet the needs of a student through our own provision arrangements, external advice is gained through our colleagues in Education, Health or Social Care. A joint framework for working or Early Help Assessment (EHA) process will be used. This will always be in collaboration with parents/carers and the young person's wishes and views will be actively sought. **(See sections 6.36 to 6.56 and 6.58 to 6.78 of SEND Code of Practice January 2015)**

Coming off the SEND Record

A young person will be removed from the SEND record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning needs. All students will be monitored, and their progress tracked, so that staff will be alerted to potential learning needs. For some young people, it is possible that they will move in and out of receiving additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

Some students with particular needs, usually long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level which the need can be met through quality first teaching. An example of this might be a student with dyslexia, who has had support and achieved a functional level of literacy and now uses Assistive Technology and therefore has become a confident and independent learner as a result and is making good progress. In this case, additional support may no longer be necessary, even though the student requires Examination Access Arrangements (EAA). Hence, this student would not need to be on the SEND register even though teachers would still need to be informed that the student had dyslexia.

A young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where the young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

Supporting Pupils and Families SEN information and the Local offer

Sexey's School presents SEN information in three ways:

1. By information placed on the school website which can be found by following 'Learning' > 'Inclusion at Sexey's' > 'PLuS: SEND'.
2. By following the link to the local authority's Local Offer Website www.somerset.gov.uk/local-offer using the search engine to find our school or other Somerset Schools. The local offer website holds a directory of facilities and resources available from many services within Somerset.
3. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

Admission Arrangements

Sexey's School uses the local authority arrangement for School Admissions and is an inclusive school. The agreement is mindful of national requirements supporting all young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Sexey's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptation is required to support physical or medical needs, Sexey's liaises with the local authority education services, health services and parents/ carers to ensure that appropriate arrangements are made to meet the individual physical or medical needs. More information can be found in the Local Offer information held on the local authority's website at www.somerset.gov.uk/local-offer<http://www.somersetchoices.org.uk/family/information-and-advice/education/>.

Transition Arrangements:

Sexey's school is committed to ensuring that parents / carers have confidence in the arrangements for young people on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school.

Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education in collaboration with our Independent Careers Advisor, Wendy Watson. The SEND team at Sexey's school has transition into adulthood at the heart of all that we do. Therefore, there is a focus on developing independence and confidence. In the main, Learning Support Assistants (LSAs) do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

There is close liaison between our feeder schools, SENDCO and Head of Year 7. The SENDCO attends transition reviews. We hold a transition day for SEND students joining us in Year 7 who require additional familiarisation. The date is confirmed with our local feeder schools to ensure all who are joining us can attend and usually takes place the week before the Somerset Year 6 Transition Day. Students coming from out of catchment are also invited.

During their time at Sexey's, students with Education Health and Care Plans (EHCP) are supported to think about their long-term goals and they will have Annual Reviews with their parents / carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them be successful in the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

Young people for whom a request for assessment is made for an EHC plan will be assessed in line with the SEND Code of Practice: 0-25 9 (DFE January 2015) and, if appropriate, issued with an EHC Plan. Students may also receive additional funding to support their needs if they meet the requirements for Band 2 or above.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education.

The school has a medical needs policy to help provide further guidance to all staff. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Accessibility

The school has an Accessibility Plan (Appendix 5) that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools- (May 2014)'. We comply with the requirement to support young people with disability as defined by the Act.

- Assistive Technology
- Physical Environment (lift, wheelchair access)
- Differentiated access to the curriculum
- Examination Access Arrangements

Sexey's School publishes its Accessibility Plan on the school website. See Sexey's School Sexey's School Disability Policy (Exams) for further information on exam accessibility.

Further information about our school's accessibility can be found on the local authorities Local Offer website; this can be found at www.somerset.gov.uk/local-offer.

Exam Access Arrangements (EAA)

Students identified by teaching staff as potentially requiring extra support for exams, due to their normal way of working, are assessed by the SENDCO in the Summer term of Year 9. If new students join the 6th form, they are assessed in their first term. The SENDCO completes any paperwork required and makes an application through the JCQ for Exam Access Arrangements (EAAs). Students must sign a data protection notice to allow application for EAAs. These arrangements must be the candidates '*normal way of working*' wherever possible. Should a student choose-not to use their EAA they will be asked to sign a declaration, this effectively means that the EAA is no longer their normal way of working and therefore will be removed. See Sexey's School Disability Policy (Exams) and Sexey's School Exam Access Arrangements Policy for further information on EAAs and accessibility.

Monitoring and Evaluation of Special Educational Needs and Disability

Provision for young people is monitored and evaluated through

- Monitoring classroom practice
- Gathering views of individual young people
- Teacher monitoring
- Teaching Assistant views
- Parent/ carer feedback
- Tracking of student data and results including at data drops
- Residuals
- Termly monitoring of procedures and practices by the SEND Governor

- Using school data to ascertain effectiveness and value for money.

Qualitative measures are considered as well as examination results (such as how prepared a young person feels to move on to the next stage of education, or how they are in school).

Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENDCO, in collaboration with the young person and family, other staff and/or external services, will look at the student's needs in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

Training and Resources

The SEN Budget is made up of 3 components. Element 1 funding is the basic per-pupil entitlement (i.e. school place), Element 2 is the notional SEN budget to help make special educational provision meet the needs of children with SEND, Element 3 funding is the High Needs Funding which can be applied when an EHCP is issued (this is only for students whose needs cannot be met by Elements 1 & 2 funding alone and is determined by the Local Authority during the EHCP needs assessment process).

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake induction on taking up a post which includes training with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO holds the National Award for SENCO and is a member of Whole School SEND. The SENDCO regularly attends the Local Authorities SENDCO network meetings to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEND Governor: The Governor with oversight of the arrangements for Special Educational Needs and Disabilities is Jo Simons.

SENDCO: Rebecca Taylor oversees the SEND Team (Personalised Learning Space (PLuS) and line management of the Higher Level Teaching Assistant (HLTA), Key Stage 2-3 Transition Specialist Teacher and Learning Support Assistants (LSAs).

Karla Wilson – HLTA and SEND Administrator

Meghann Tee – KS2-3 Transition Intervention Teacher

Adri Blumberg – LSA across the curriculum

Claire Gingell – LSA across the curriculum

Olga Sikora – LSA across the curriculum

All members of the SEND team, which is referred to as PLuS (Personalised Learning Space) can be contacted via email or 01749 813393.

Clare Wilson (Pastoral Manager) is Designated Safeguarding Lead and Helen Cullen (Headteacher) is Deputy Designated Safeguarding Lead.

Philip Clackson (Assistant Head Teacher Pastoral) is the designated teacher for CLA.

Mora Sandiford, School Nurse, is responsible for meeting the medical needs of pupils in collaboration with Rebecca Taylor (SENDCO).

Storing and Managing Information

All data including data stored electronically is subject to Data Protection Law.

All paper records will be held in line with the school's policy / protocol on security of information.

All people working with a particular student will have access to records or reports, but the originals will be kept securely and confidentiality will be maintained.

Reviewing the SEND Policy

The SEND policy is reviewed annually by parents, carers, students, governors, teachers, teaching assistants and the Senior Leadership team.

Dealing with Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak to the SENDCO who can assist in resolving any concerns.

Sexey's School publishes its Complaints Policy on the school website.

Links to other related policies:

Supporting Children at School with medical conditions

Accessibility Plan

Equality / Equality information and objectives

Safeguarding

Anti-bullying

Sexey's School Sexey's School Disability Policy (Exams)

Sexey's School Exam Access Arrangements Policy

Amendments:

September 2015 SENDCo name amended to Mrs Pam Howes

Department name amended from Learning Support to Student Support at Sexey's (S³)

SEND Governor name amended to Mrs Jan Whittaker December 2016

Staffing amended to include Mrs Janice Carr June 2018

September 2020:

SENDCO name amended to Mrs Rebecca Taylor (contact details also amended)

Department name amended from Student Support at Sexey's (S³) to Personalised Learning Space (PLuS)

Staffing updated including changes to roles/ responsibilities

Location of SEND information on school website updated

Wave Model updated

Personalised learning profiles amended to Assess, Plan, Do, Review Learning Plans

One Page Profiles amended to Pupil Passports

Key Stage 3 Coordinator amended to Head of Year 7

EAA Assessor amended from external assessor to SENDCO

SENDCO's NASENCO qualification status updated

Inclusion of Sexey's School Graduated Response Flowchart as appendix

Updated referral form as appendix

Updated Learning Plan (APDR) as appendix

Updated pupil passport as appendix

Link to Accessibility Plan added to appendix

Annex: Covid-19 Response added to policy September 2021:

Addition of definition of SEND

Exam Access Arrangements section amended for clarity

Update of SENCO qualification

Update to SEND team members

Updated DSL and DDSL information

Updated School nurse information

Feb 2022:

Updated Somerset Local Offer website link

Included name of Chair of Governors on front cover

September 2022:

Identification of need – amended to include reference to Somerset's Graduated Response Tool and web link

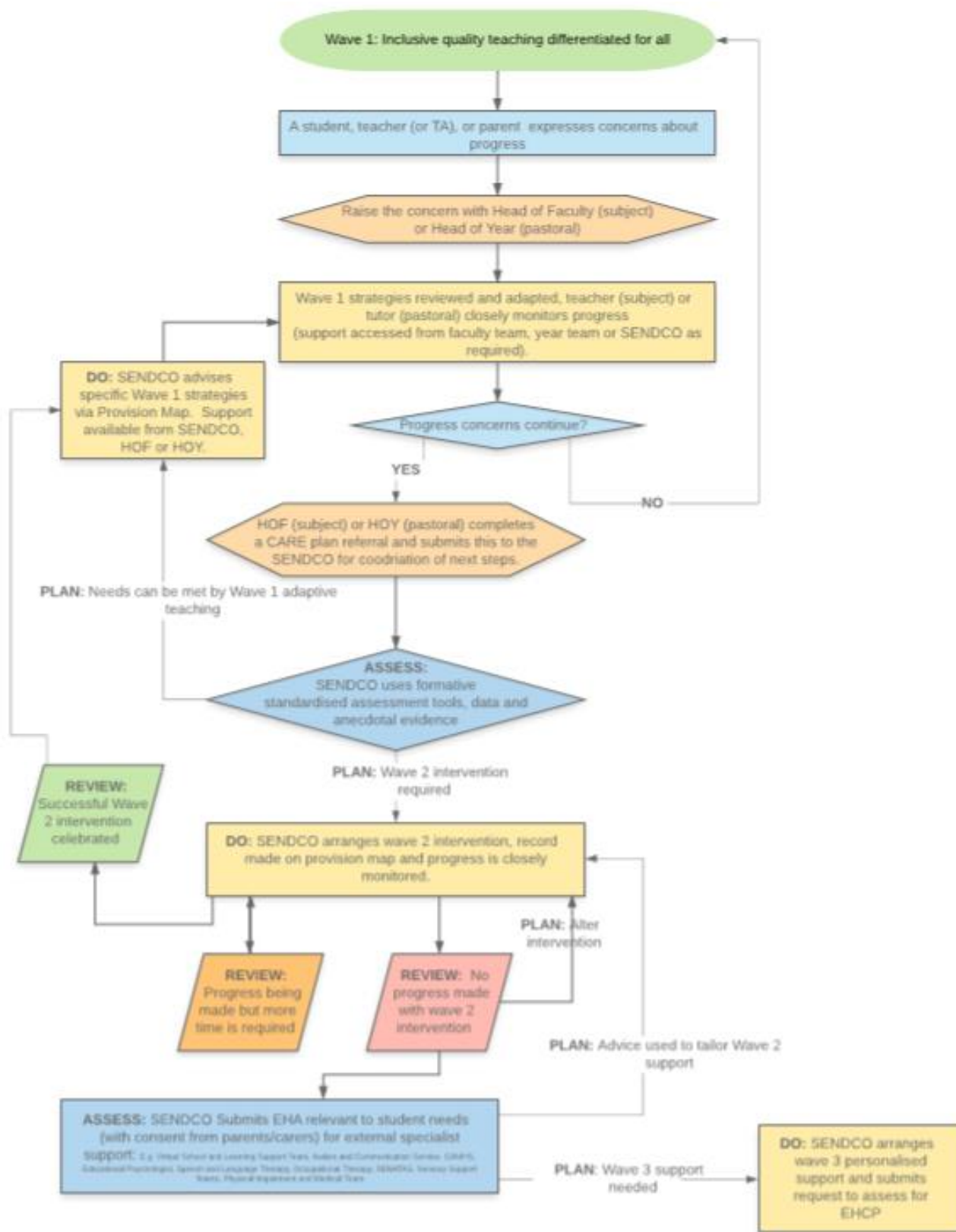
Graduated response section – grammar amended for clarity

Managing SEND section – amended to remove Common Assessment Framework (CAF) and replace with Early Help Assessment (EHA)

Training and Resources Section – SENDCO qualifications updated, staff list and titles updated

Throughout – TAs changed to LSAs for consistency

Appendix 1: Sexey's Graduated Response to SEND



Appendix 2: SEND Referral



SEND Support Referral

(Referrer to complete red parts of referral only)

Young Person

First name		Surname		Date of birth	
Date Started		Boarder			

Person making referral

Name of referrer		Job title		Date of referral	
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SEN Need		Last SEN review date	
Next SEN review date		Attendance %	
Behaviour Points		Achievement Points	

Students views

What is going well in school? (subjects, relationships etc)	What am I proud of? (Achievements and success)	What do I find hard and prevents me from learning? (Barriers to success)	How do I like staff to help and support me?

Referral/assessment

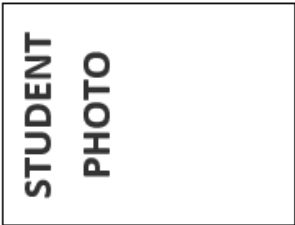
<p>Concern - Why are you referring? What formal/informal support has the child in the past? What is currently in place?</p>

<p>Aims - what are the intentions you are aiming for? What is the student aiming for?</p>	<p>Actions - intervention agreed by SEND team, student and parents/carers.</p>

<p>Results - 6-week review by staff in ITAC review – What has been the impact of this support? What evidences the impact? How does the student feel about this?</p>
<ul style="list-style-type: none"> • • •
<p>Evaluation - what went well, what could have been done differently, what needs to happen next?</p>
<ul style="list-style-type: none"> • • •

Appendix 3: Assess, Plan, Do, Review Learning Plan

Assess Plan Do Review (APDR) for XXX



Stage: X

Date of birth: XXXX Gender: M Tutor group: XX Year group: X

Teacher: XXX Start date: XXX Review date: XXX Plan number: X

SEN needs:

- XXX
- XXX

Gifted & talented: X First language: X Free school meals: X Medical needs: X In care: X Ethnic background: Pupil Premium: X EAL: X
Armed forces: X Year 7 catch up: X Attendance: XX.X%

Progress by Subject

Target and Current Grades

Subject	Target Grade (E1-9)	Current Grade (E1-9)
Art		
Computing		
Drama		
English		
French		
Geography		
History		
Maths		
Music		

PE

Religious Studies

Science

Assess

Areas of strength:

XXX

XXX

XXX

Areas of concern:

XXX

XXX

XXX

Plan (Example)

Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Concentration	To respond to challenging tasks with a 'have a go' attitude of increased motivation.	Increased evidence of promptly starting tasks. Increased motivation witnessed and/or reported. Evidence of trying a task before seeking support.	Provide a chunked checklist for longer tasks. Give clear time targets. Allow use of drafting. Remind student that you would like to see an attempt before seeking support.	Subject teachers All relevant TAs
ASD (Autistic Spectrum Disorders)	To develop conversational skills with peers and widen social experiences.	Student initiates conversations with peers. Student takes turns in conversation. Student follows conversation and responds appropriately.	Provide a structure for pair/ group conversation. Provide opportunities for conversation within the classroom. Explicitly model responding to peers in a conversation.	Subject teachers Parents All relevant TAs
Summary		XXX		
Parent / Guardian contribution		XXX		
Pupil contribution		XXX		

Appendix 4: Pupil Passport

Date: XXX

STUDENT
PHOTO

STUDENT
NAME

Date of birth: XXX
Year group: X
Tutor group: XX

Reason for Passport:

- EHCP
- Autistic Spectrum

Things I am good at and enjoy:

-
-
-

My aspirations for the future:

Things I am proud of:

How I would like you to help me with my learning:

Things I would prefer you didn't do when teaching me please:

Things you need to know about me to help you planning your lessons and setting me work:

Boarder Status:

Appendix 5: Accessibility Plan

This policy links to the accessibility plan which can be found by following the link below.

<http://www.sexeys.somerset.sch.uk/wp-content/uploads/2020/01/Accessibility-Plan-2020-23.pdf>