



Statutory SEN Information Report 2021

Please see our Accessibility, Equality and Diversity Policy and GMIS Accessibility Plan (both found in the Policies section of the website) for information as to:

- the arrangements for the admission of disabled pupils
- the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities we provide to help disabled pupils to access the school
- the plan prepared under [paragraph 3 of schedule 10 to the Equality Act 2010](#) (accessibility plan) for:
 - increasing the extent to which disabled pupils can participate in the school's curriculum
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
 - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

For information around the following please see the relevant policy sections stated:

- arrangements for identifying children and young people with SEN and assessing their needs (See the Graduated Approach and Criteria for Identification of Special Educational Needs and / or Disabilities sections of the SEND policy)
- arrangements for consulting parents of children with SEN and involving them in their child's education (See the SEND Support Plans and Person Centred Reviews section and Co-Production with Parents and Carers section of the SEND policy)

- arrangements for consulting young people with SEN and involving them in their education (See the Pupil Voice Section of the SEND policy)
- arrangements for assessing and reviewing children and young people's progress towards outcomes in collaboration with Parents and carers and pupils (See the Graduated Approach section, SEND Support Plans and Person Centred Reviews section and Co-Production with Parents and Carers section of the SEND policy)
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood (See the Induction into school and links between Key Stages section of the SEND policy)
- the approach to teaching children and young people with SEN (See the Support and Interventions Available section of the SEND Policy)
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN (See the Graduated Approach section Support and Interventions Available Section of the SEND Policy and the Accessibility, Equality and Diversity Policy)
- the expertise and training of staff to support children and young people with SEN (See the Responsibilities of the SEND leadership team, class teachers and TAs section and the In-Service Training section of the SEND Policy)
- how specialist expertise will be secured (See the Links with Support Services section of the SEND Policy)
- evaluating the effectiveness of the provision made for children and young people with SEN (See the Graduated Approach Section of the SEND Policy and the Accessibility, Equality and Diversity Policy)
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN (See the Support and Interventions Available section of the SEND Policy and the Accessibility, Equality and Diversity Policy)
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying (see the Support and Interventions Available section of the SEND Policy and the Accessibility, Equality and Diversity Policy)

- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families (See the Links to Support Services section of the SEND Policy)
- arrangements for handling complaints from parents of children with SEN about the provision made at the school (See the complaints procedures section of the SEND Policy and the School Prospectus)