



# **Special Educational Needs and Disability (SEND) Policy (Whole School including EYFS)**

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## **Independent Day School**

## **Our Lady of Sion School**

Last Reviewed: August 2025

Frequency of Review: Annually

Next Review Due: August 2026

## 1. Introduction

This policy demonstrates compliance with the statutory requirements laid out in the *Special Educational Needs and Disability Code of Practice (2015)* which provides statutory guidance on duties, policies and procedures relating to Part 3 of the *Children and Families Act 2014*, and the *Equality Act 2010*, and can be found on the DFES website at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

This SEND policy explains how Our Lady of Sion School will identify and support pupils with Special Educational Needs (SEN) and disabilities.

(From 1 September 2014, Education Health and Care Plans (EHCPs) replaced Statements of Special Educational Need (SEN). EHC Plans have the same legal status as Statements of SEN).

The aims of this policy are to promote good practice in our detection and management of special educational needs and to explain the support we can provide for children who have SEND.

This policy should be read in conjunction with the following policies:

Teaching and Learning  
Curriculum  
Safeguarding  
Equality, Diversity, and Inclusion  
English as an Additional Language

## 2. Special Educational Needs and Disability

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

*The Special Educational Needs and Disability Code of Practice: 0-25 years (January 2015)* explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age, and
- they require special educational provision to be made.

There are four broad areas of SEN:

- Communication and interaction needs
- Cognition and learning difficulties
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

A disability is described in law (the *Equality Act 2010*) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities'.

### 3. Our Aims

Our Lady of Sion School is a mainstream independent school with high academic standards which accepts children from the age of three years. To provide the very best academic tuition and support, we conduct screening tests on each pupil, in order to detect any signs of learning need where apparent from the test results.

Treating every child as an individual is important to us, and we endeavour to provide all students with a high-quality learning experience. As a school, we strive to ensure that the children and young people educated within our setting, will experience social inclusion. We therefore have high academic and behavioural expectations of all students. Our intake of children and young people is closely monitored to ensure optimal support for children and young people with special educational needs, therefore spaces are limited and timeous application for enrolment is necessary. Parents of a child with special educational needs or learning difficulties are advised to inform us when applying to sit our entrance exam so that we can make reasonable adjustments for them. Where appropriate, parents are encouraged to provide a copy of an Educational Psychologist's report, a medical report or a specialist teacher's report.

Our Lady of Sion School believes very strongly that every child here should feel valued and included in the school community. We have high aspirations for all of our pupils, and therefore when working with young people with SEN and disabilities, we will always work to provide them with a broad and balanced curriculum, with high quality adaptive teaching and opportunities for learning differentiated to their needs. Adaptive Teaching is a highly responsive approach which requires real-time adjustment to practice, while actively teaching. Furthermore, we endeavour to ensure that all pupils are able to participate in the wider school life.

#### **At Our Lady of Sion School, it is essential that we:**

- Promote an inclusive ethos by celebrating diversity and encouraging children and young people to understand and respect one another's differences.
- Consider how the child will access the curriculum. Reflect on: teaching and learning objectives, appropriate support, allowing extra time, and the style of delivery — does it support a range of cognitive and processing needs?
- Communicate regularly and openly with all staff involved with the child. A home, school notebook or school diary, is helpful where a child may be unable to communicate accurately or has difficulty expressing feelings and emotions.
- Involve all staff. Ensure that everyone who interacts with the child — including lunchtime supervisors, support staff, and others — understands their needs and how best to support them.
- Provide a quiet area or time out place for children who may become stressed during the day. The child should know that the use of such an area is to facilitate not punish.
- Are consistent when applying rules; and remind and rehearse them regularly.
- Reinforce oral instructions and communication with visual and tangible support.
- Use visual prompts where necessary, such as a visual timetable.
- Constantly revise and reinforce learning.
- Help children build friendships; use peer mentoring, buddies, etc.
- Provide good role models. Make use of other children and staff to act as role models.
- Encourage communication between children and adults and between children themselves.
- Understand that support should facilitate independence, not impede it.

- Remember that we all have good and bad days, highs, and lows. A good teacher will help the child to understand that a bad lesson or day can be turned around.
- Growth mind-set language should be part of the school culture and support resilient learners.
- Create an atmosphere of encouragement and acceptance in which all pupils can thrive.
- Are sensitive to individual pupils' needs and celebrate achievements.
- Enable each pupil to take part and contribute fully to school life.
- Work in partnership with parents to support children's learning and health needs.
- Provide quality training for staff that enables them to support pupils with SEN and disabilities.

We want all our pupils to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't. The child's voice must be heard as we all work together to support in accordance with the individual needs.

#### **4. Objectives of the School's SEND Policy**

Our Lady of Sion School will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are:

- To apply a whole school policy to meet each child's individual needs following the guidelines of the Special Educational Needs and Disability Code of Practice: 0-25 years (2015)
- To follow and fulfil any EHCP provisions and stipulations and liaise with any external agencies as required
- To identify as early as possible those children who have a specific educational need
- To ensure that all children are fully included in every aspect of school life, with the right support in place to enable equitable access and participation, so that pupils with special educational needs feel a valued part of the school community rather than set apart from it
- To ensure that all staff are aware of each child's needs and are provided with appropriate support so that such needs are met in all areas of the curriculum
- To use the expertise of staff and the resources available to plan and deliver an appropriate curriculum
- To ensure that tasks and activities are adapted to meet the needs of all abilities
- To ensure that reasonable adjustments are made to meet the needs of all abilities
- To ensure that children's records include information relating to their individual needs and record the interventions that have been provided as well as their outcomes
- To ensure that pupils have high aspirations in their learning; to seek their views about their learning, their progress, and their school experience
- To provide pastoral care and support in order to promote a positive self-image and self-worth of all children in the school
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the entire process

- To ensure the involvement of all support and child health agencies in a multi-disciplinary approach to special needs

## 5. Admission

Our school advocates for responsible inclusion, which includes being mindful of ensuring that our setting is able to provide the curriculum and support which best matches the needs of pupils with SEN(D) needs. Pupils with special needs including, for example, those formally diagnosed with dyslexia or dyspraxia may be accepted, as well as those who have been identified with special needs during their time at Our Lady of Sion Junior School when transitioning to the Senior School. While Our Lady of Sion School requires all prospective pupils to sit an entrance-exam, our school is committed to providing a safe and inclusive space where children and young people with SEN(D) needs can learn, grow and flourish. As a school we take pride in our rich but undeniably demanding curriculum and have high academic expectations. Flowing from the nature of our academic focus, it is unlikely that we would be able to accept children with severe special needs. As an independent school, notational funding through the Local Authority is not provided and provisioning to support pupils with SEN(D) is largely centred upon needs which can be met through resources already available within the school. As an independent school, not funded by the Local Authority except for where pupils have been granted an Education Health Care Plan, parents may be asked to fund additional SEN(D) support in addition to school fees. We will aim to provide the best possible education for each child if it is felt that Our Lady of Sion School is the best place to meet the needs of that child.

Prior to admission, we would expect a child to spend some time in our classrooms, experiencing Sion education for a day or two so that we can fully assess that we would be the correct setting for the individual. We would also request academic reports, school references and information such as SEN(D) reports/Education Psychologist reports to ensure that we would be the most appropriate setting for the child.

It may also be necessary for the SENCO to provide parents with information as to where formal assessments can be conducted during their first term/year at Our Lady of Sion School if this has not been done prior to admission. Parent voice is valued and a positive attitude to understanding how parents are able to, or find it challenging to support their child's learning, is actively cultivated.

## 6. Identifying Special Educational Needs

On entry to Our Lady of Sion School, our SENCO meets each student with SEND together with their parents to discuss their understanding of their difficulties. The SENCO proposes strategies, considering recommendations in Educational Psychologists' Reports or medical notes. In collaboration with the Teaching and Learning Support Assistants, the SENCO disseminates relevant information to teaching staff and assists with the adjustment of teaching and learning for the students concerned. The Learning Support team work closely with the Key Stage Coordinators and Deputy Headteacher at all times.

All students identified as showing a specific need in the Senior School are screened using Lucid Rapid. Any challenges highlighted may be further investigated using computerised assessment tools such as LUCID Exact and LUCID Recall which can then be followed up by more detailed psychometric tests including CTOPP2, WIATII and DASH. These assessments are suitable to qualify students to access exam arrangements in the case of qualifying scores. We may on occasions recommend that pupils with suspected learning difficulties should then be assessed by a specialist in order to gain a formal diagnosis if this is something they and their parents' desire. The SENCO and the Learning Support Assistants organise and run support groups for students who experience specific learning difficulties, including but not limited to reading, writing, essay skills, self-image and motivation and study skills. They work on a one-to-one basis with students, inside and outside the classroom as considered appropriate, and liaise with parents in order to help the child to overcome the barriers that their difficulties present. Parents will be asked to fund this support in addition to school fees.

All students joining the Junior School will have visited the school and been assessed formally/informally (see Admissions Policy) by the SENCO.

Pupils in the Junior School are screened in Years 2-4 using the Lucid Rapid programme which assesses working memory and phonological processing. Pupils can be screened apart from these times in response to teacher, student or parental request. Weak scores in any area of the screener results will be followed by further psychometric tests with an assessment such as CTOPP2. Children are closely monitored by the Class Teachers. Where suspected specific learning difficulties arise, these are then brought to the attention of the Senior Teacher and SENCO.

Areas of concern may be targeted in an IEP in order to address specific difficulties. If a learning need is suspected the SENCO will run assessments to clarify strengths and weaknesses as appropriate. Student assessment scores such as PTE and PTM will also be taken into account. The SENCO and Class Teacher may in some cases discuss with parents whether it might be helpful to seek further assistance from medical professionals / educational psychologists / specialists in order to gain a formal diagnosis. Guided by the SENCO, LSAs (Learning Support Assistants) and TAs (Teaching Assistants), will work on a one to-one basis with students, inside and outside the classroom as considered appropriate, liaising with parents in order to help the child to overcome the barriers that their difficulties present. Parents will be asked to fund this support in addition to school fees.

In Early Years, where a child appears to be behind expected levels, information is gathered, and 'early help' is sought according to the SEND Code 2015 as appropriate.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as soon as possible. We start by:

- Providing teaching that is of a high quality
- Ensuring that the curriculum is accessible to all learners through Adaptive Teaching and where appropriate, differentiated tasks and resources
- Regularly assessing our pupils' progress and targeting areas of difficulty.

A child's needs may become clear through:

- Admission procedures
- Teachers' observations within the classroom
- Screening procedures
- Expression of parental concerns.

Where a teacher has identified a concern regarding a child, they contact the SENCO and the Assistant Headteacher. The SENCO will then, as appropriate, discuss the teacher's concerns with the teacher, observe the child and determine whether an educational assessment is required. Parents will be informed of any concerns raised and proposed interventions so that open communication ensues from the outset.

Following an assessment and the identification of specific needs, and if it is decided that a pupil requires special educational provision - provision that is additional to and different from that which is available to other pupils in the school- the pupil will be placed on the SEN(D) Register, and a programme of 'school support' or 'monitoring' established. Parents will be informed by the SENCO, when this happens, and staff will be available to discuss concerns with parents. The Assistant Headteacher will always be included in all communication and the Headteacher will be updated too, to enable a full picture of student needs and always be available to the

leaders of the school. A record of concerns raised, and subsequent actions will be recorded by the SENCO and a summary of this will be added to the academic concerns area of CPOMS.

## 7. Placement on the SEN(D) Register

Parents, pupils, teachers, Learning Support Assistants, tutors, the SENCo, the Pastoral team, the SLT, external professionals such as Speech and Language Therapists, Social workers and Educational Psychologists, may all be participant in some capacity, when the decision to place a pupil on the register is made. Pupil voice is also considered critical, and our children and young people are encouraged to communicate their needs and whether they believe that they require referral, assessment or additional support.

It is often the case that students on the SEN(D) register have an Individualised Education Plan (IEP). These plans are based on the graduated Assess, Plan, Do, Review framework.

At Our Lady of Sion School, we employ the graduated response when supporting students with SEN and disabilities. It helps us to learn more about the pupil and about what helps them to make good progress. The four parts of this approach are as follows:

1. **Assess** – as already outlined above, we assess the pupil's needs, listening to the views of the pupil, parents, teachers and other professionals as we do so.
2. **Plan** – the teacher and SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed. The Assistant Headteacher (Academic) will oversee this process and ensure that the Headteacher remains informed and updated.
3. **Do** – the SENCO will help the teachers to support the pupil. They will think about the pupil's strengths and areas for development and how best to help them. They will also work with any teaching assistants or specialist staff involved.
4. **Review** – everyone, including the pupil and their parents, will decide how effective the support has been. We will then adapt the support considering the pupil's progress.

Where it has been identified that extra support is necessary for the child to access the mainstream curriculum, parents may be asked to grant permission for an educational screening assessment of the child's needs, conducted by the SENCO. Parents may elect to have their child assessed by an educational psychologist if further investigation into difficulties and needs are required. Results of all assessments will be shared with the parents and relevant teaching staff to discuss the way forward.

After discussion with all parties, additional 'school support', either on a short- or long-term basis, may be recommended and targets in the form of an Individual Learning Plan (ILP) for the child will be established.

Where appropriate, additional support from the SENCO or a qualified Learning Support Assistant will be provided as a package. **Parents will be asked to fund this support in addition to school fees.** This support may be one to one out of class, in a small group, or within the classroom setting. The level of support will be regularly reviewed and modified to suit the needs of the child. The cost of this additional support will depend on the individual need. The school will be explicit about additional hours of individual support required and the cost associated with this. Parents will then have the choice to proceed or not. This additional support will be reviewed each half term by the SENCO and progress will be shared with parents and changes made to the support where required.

The school will work with relevant external agencies (eg, Educational Psychologists, Speech and Language Therapists, or Occupational Therapists) to support individual needs.

## 8. Students with an EHC Plan

As a small, inclusive, mainstream independent school, we are committed to fostering a learning environment in which all pupils feel valued, supported, and able to achieve their potential. We recognise the importance of diversity and welcome pupils with a wide range of needs, including those with Education, Health and Care Plans (EHCPs), where we are confident that their needs can be met within the scope of our provision.

Our setting does not have specialist on-site units or facilities, and our capacity to meet highly complex needs is therefore limited. In line with our ethos, we do not use internal exclusion units, nor do we believe in separating pupils from the shared learning experience as a default approach.

It is essential that all pupils are supported to be socialised to the expectations and norms of a classroom environment where teaching and learning are not disrupted. This enables every child to access high-quality education in a calm, purposeful, and respectful setting.

We work in partnership with families and external agencies to assess whether we can meet a pupil's individual needs within our existing resources. In instances where a pupil's needs significantly exceed our capacity, we will always engage in open, sensitive, and solution-focused dialogue with parents and professionals. This may include exploring whether a more specialist setting would be better equipped to provide the level of support required to ensure the best possible outcomes for the child.

Our Lady of Sion reserves a number of spaces in order to welcome pupils who through an EHCP, have access to additional funding which ensures that our school is able to provide for their needs as envisioned in the SEND and alternative provision improvement plan : "right support, right place, right time". Our commitment to inclusion remains central to our practice but must be balanced with our responsibility to maintain an environment that safeguards the wellbeing and learning of all pupils. The school can be named by the Local Authority (LA) in an EHC Plan/statement with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the statement/EHC Plan. Places for pupils with an Education Health Care Plan are limited, and parents wanting to name Our Lady of Sion as the preferred setting, are required to discuss this with the child SEND officer timeously. For students with an EHCP their progress will be reviewed in consultation with the LEA and an Annual Review will be held within a year of the previous Review. In addition, the SENCO will liaise with the LEA's advisor to visit the school to observe, discuss progress and any issues that may arise.

### **Choosing a Suitable Setting for Your Child with an Education, Health and Care Plan (EHCP)**

As parents or carers, you play a vital role in deciding the most appropriate educational setting for your child or young person (CYP) who has an Education, Health and Care Plan (EHCP). This process is often referred to as expressing your preference for a nursery, school, or college placement. We encourage all parents and carers to maintain open communication with their SEND Officer to ensure the chosen setting supports your child's unique needs and aspirations. It is important to work closely with your SEND Officer to ensure your views are clearly communicated and considered.

**There are generally three key times when you will be asked to let the local authority know which setting you feel would best meet your child's needs:**

#### **1. When you receive the Draft EHCP**

Upon receiving the draft plan, you will be asked to complete and return a preference form within 15 days to your Planning Coordinator. This form allows you to formally request that the local authority names your preferred setting in the final EHCP. Even if you wish for your child to remain in their



current mainstream school, it is important to inform your Planning Coordinator, who will then consult with the school as part of the process.

**2. When your child is transitioning between educational phases (Age Phase Transition)**

If your child needs to change settings due to moving between phases (for example, from primary to secondary school), you will typically receive a letter from SENAT (the team responsible for EHCPs) during the summer term before your child's final year at their current setting. This is an opportunity to express your preference for the next placement.

**3. When the local authority is reviewing or amending an EHCP following an Annual Review**

During the annual review process (as outlined in the SEND Regulations 2014, section 22), if changes to the EHCP are being considered that may affect your child's placement, you will be invited to share your preference.

**To request a change of setting for a child with an EHCP**

**1. Express Your Preference:**

- Inform your child's Planning Coordinator at West Sussex SENDIAS Service about your desire to change the educational setting.
- If it is a change from mainstream to special school, or vice versa, you'll need to communicate this preference.
- Even if you want to remain in the current setting, you need to inform the Planning Coordinator to initiate the necessary consultation process.

**2. Understanding the Process:**

• **Consultation:**

If you request a specific school, the LA will consult with that school and may also consider other suitable settings.

• **Suitability:**

The West Sussex County Council SENAT will assess whether the preferred setting is appropriate for your child's age, ability, aptitude, and SEND.

• **Efficient Education:**

They will also consider if the placement would be compatible with the efficient education of other pupils.

• **Resource Efficiency:**

The LA will also consider whether the placement would be an efficient use of resources.

**9. Coming off the SEN Register**

A pupil will be removed from the SEN Register for 'school support' if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will remain on the 'monitoring' list in case any issues arise. Some pupils may dip in and out of 'school support' and parents will be consulted at each stage.

## 10. Exam Arrangements for Children with Special Educational Needs

**Access Arrangements for exams are awarded following strict guidelines laid out in the JCQ Access Arrangements and reasonable adjustments document which is updated annually. In all cases, evidence of need must be provided, together with evidence of the arrangement being the child's normal way of working within the school.**

The following arrangements can be made, subject to meeting specific criteria determined by JCQ, and are applied for formally in year 9 (or in year 10 or 11 if appropriate).

### **Supervised Movement or Rest Breaks**

Supervised Movement or Rest breaks can be awarded by the SENCO, following the JCQ guidelines.

### **Extra Time**

Additional time of up to 25% can be awarded to students who have been formally assessed by an Educational Psychologist and/or a qualified known assessor following the guidelines in the JCQ document. Extra time must be approved by JCQ. Additional time for pupils with an EHCP may be applied for and approved by JCQ, where substantive evidence to support the request, has been submitted.

### **A reader / reader pen**

A reader / reader pen may be used by students when recommended by an Educational Psychologist and/or a qualified known assessor following the guidelines in the JCQ document. The arrangement must be approved by JCQ.

An adult reader will read for up to four students, depending on need.

### **Scribe**

A scribe may be used on a 1:1 basis for students who have been formally assessed and meet the qualifying criteria as detailed in the JCQ document. This Access Arrangement must be approved by JCQ.

### **Word Processors/Laptops**

At Our Lady of Sion, we recognise that for some candidates with specific learning difficulties or disabilities, a laptop (or other word processing device) may be the most appropriate method of organising and presenting their work. The use of a word processing device in an exam needs to reflect a candidate's normal way of working within the school and must be appropriate to the candidate's needs. The candidate must be proficient in the use of a laptop. A laptop cannot be granted to a candidate solely because he/she prefers to type rather than write or can write faster on a keyboard. During the exam, tools that help with punctuation, grammar and spell checkers must be switched off unless otherwise specified by an Educational Psychologist's report.

Candidates who might benefit from such an arrangement can, for example, include those with

- a learning difficulty which has a substantial and long-term adverse effect on the ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- illegible handwriting
- planning and organisational problems when writing by hand.

### **Prompter**

An adult may act as a prompt for a student with an identified need. This arrangement will be awarded by the SENCO following JCQ guidelines.

### **Practical Assistant**

An adult may act as a practical assistant for a student with an identified need. This arrangement will be awarded by the SENCO following JCQ guidelines. This arrangement must be approved by JCQ.

The above options can only be used in examinations if they are part of normal classroom practice.

### **Reducing Disadvantage**

Pupils with concentration or focus difficulties, including those identified on the SEND register, may be eligible for alternative exam arrangements in line with JCQ guidance. This can include sitting exams in a smaller or separate room, where a reduced level of distraction may support their ability to concentrate and demonstrate their knowledge effectively.

## **11. Use of Laptops and Assistive Technology**

At Our Lady of Sion, we recognise that for some pupils, the use of assistive technology such as laptops or word processors can play a valuable role in supporting access to learning and enabling them to demonstrate their understanding effectively.

While we are committed to making reasonable adjustments to meet individual needs, as a small independent school, we may not always be able to provide devices for day-to-day classroom use. In such cases, families may be asked to supply a suitable laptop or device for their child's use, with the exception of formal examinations, where school-provided and appropriately secured devices will be made available in accordance with exam board regulations.

To ensure safe, fair, and consistent use of technology, pupils using personal devices in school may be asked to disable certain features (e.g. internet access, spell check, predictive text, grammar check or other tools) in line with the school's guidelines for equitable access and assessment. This is particularly important where assistive technology is used to support access arrangements or to maintain a level playing field among all pupils.

All use of assistive technology will be guided by individual needs, professional recommendations, and ongoing review through the SEND support process.

Kindly see separate laptop policy available from SENCO and/or the Examinations Officer.

The Examinations Officer holds a small number of laptops for the specific use of children with access arrangements in examinations.

## **12. Record Keeping**

Detailed records are kept of all children placed on the SEND List to record all actions taken, assessments performed and ongoing progress. These records are important as part of the ongoing monitoring of a child and provide evidence for the termly review of progress towards achieving their targets. The SENCO maintains these vital records and shares them confidentially with staff to actively support teaching and learning.

## **13. Storing and Managing Information**

All data including electronically stored data is subject to GDPR. All paper records will be held in line with the school's policy/protocol on security of information.

## **14. Home/School Partnership**

Parents are regularly updated on their child's progress by the SENCO in meetings and by email. Formal review meetings will be arranged by the SENCO and these are normally termly. The SENCO will usually be present at Parents' Evenings for consultation, but update meetings are not restricted to these calendared times and parents are welcome to communicate as and when is necessary.

Parents will be given guidance on how to assist their child with work at home and will be encouraged to build up their child's confidence and self-esteem.

## 15. Withdrawal

We reserve the right, following consultation with you, to ask or require you to withdraw your child from the School if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- Your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent
- You have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's learning difficulties
- Your child's learning difficulties require a level of support or medication which, in the professional judgment of the Headteacher, the School is unable to provide, manage or arrange
- Your child has special educational needs that make it unlikely they will be able to benefit sufficiently from the mainstream education and facilities which we provide.

**Alternative placement:** In any of these circumstances we will do what is reasonable to help you to find an alternative placement which will provide your child with the necessary level of teaching and support.

***Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice. The deposit paid in respect of your child will be credited to your account.***

## 15. Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and swift action. If at any point a parent has concerns about how their child's needs are being met, they should firstly contact their child's class teacher, form tutor or subject teacher as appropriate. For specific concerns or complaints about SEND provision, please contact Sharôn Bruwer (SENCO) in the first instance ([bruwers@sionschool.org.uk](mailto:bruwers@sionschool.org.uk)).

If a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak to the Headteacher or any other member of the Senior Leadership Team. A copy of the school's Complaints Policy can be obtained from the school's website.

**Approved by Board of Governors August 2025**

## Appendix A: SEND Assessment and Provision Process Overview

