

## **George Stephenson High School SEND Information Report**

**Ms Rebecca Bennett**

**George Stephenson High School**

**Southgate**

**Killingworth**

**NE12 6SA**

**Tel: 0191 2161115**

**Email: [rbennett@gshs.org.uk](mailto:rbennett@gshs.org.uk)**

George Stephenson High School is a fully inclusive school that ensures all students achieve their potential personally, socially, emotionally, physically and educationally. At George Stephenson High School we recognise that all our students are different and as such have a wide range of learning needs. The provision for students with additional learning needs is coordinated via the Learning Support Centre, which is led and managed by the SENDCo, Rebecca Bennett. The SENDCo is supported by the Learning Support Centre Manager, Jacci Fuller, and an experienced team of, Learning Support Assistants and Cover Supervisors.

We consult with young people and their families on our SEND Information Report by:

- Gathering student and parent views from annual SEND reviews
- Sending out parent questionnaires
- Assigning a key worker who keeps in regular contact with parents
- Meeting and engaging with parents regularly through the formal SEND review process, parents' evenings, pastoral support team meetings and other meetings and interventions as the need arises.
- Celebrating the success of students with parents during celebration events

### **Student Voice**

"I am really getting help to spell properly and it sometimes helps with reading as there are words I can't sometimes read"

"School is good for me because I get to enjoy lessons, and the teachers are always encouraging."

"I like coming to the LSC at breaktime to play games with my friends"

### **School entitlement offer to students with special educational needs or disabilities**

George Stephenson High School will:

- Provide an education for life by meeting the needs of all learners through a broad, balanced and relevant curriculum.
- Create a safe, positive and stimulating environment for learning by developing an atmosphere of tolerance, trust and respect.
- Develop shared responsibility for our students' education by working in partnership with parents, students and staff.

- Enable all students to achieve success by encouraging and rewarding individual talents, efforts and achievements.

### **What types of special educational needs and disabilities are catered for?**

George Stephenson High School is committed to meeting the needs of all young people, including those with SEND, reasonable adjustments are made to meet the needs of all young people including those identified in the SEND Code of Practice (2014)

The four broad areas of need for Special Educational Needs and Disabilities (SEND) are:

1. **Communication and Interaction:** This includes difficulties with speech, language, and communication. Children may struggle to understand or use language effectively, and this category also includes conditions like autism spectrum disorder (ASD).
2. **Cognition and Learning:** This area covers a range of learning difficulties, from moderate to severe, including specific learning difficulties like dyslexia, dyscalculia, and dyspraxia. Children in this category may learn at a slower pace than their peers.
3. **Social, Emotional, and Mental Health (SEMH):** This includes a wide range of mental health issues such as anxiety, depression, and eating disorders. It also covers behavioural difficulties that may stem from underlying mental health conditions like attention deficit hyperactivity disorder (ADHD) or attachment disorders.
4. **Sensory and/or Physical Needs:** This includes children with physical disabilities or sensory impairments such as visual or hearing impairments. These children may require special educational provisions to access the curriculum effectively

### **Additional Resourced Provision**

The school has an Additional Resource Provision which forms part of the specialist support within mainstream for students with Moderate Learning Difficulties. This provision caters for children and young people with special educational needs who require a higher level of support than can typically be provided in a mainstream school, but do access, and make progress within, a mainstream learning environment, given the right level of support. These are students who are functioning in the 2nd percentile (98 out of 100 students would function higher than them). The resourced provision is fully inclusive; students are withdrawn for literacy, numeracy, phonics, Thrive and social skills and are fully integrated for the rest of their curriculum with class support.

The ARP will provide support to children and young people through appropriately experienced and trained staff who implement specialist strategies based on:

- Individual assessments
- Involvement of parents/carers
- Positive behaviour management
- A focus on social understanding and communication
- Development and implementation of appropriate age related, evidenced based interventions

### **We will provide:**

- A setting where at least one member of the teaching and of the support staff has appropriate training and expertise in providing inclusive educational opportunities and assisting staff in planning appropriate programmes for children and young people with specific needs
- Highly structured, specialised programmes delivered individually or in small groups, involving regular and frequent assessment, planning and review.
- A highly inclusive SEND friendly school ethos and practice delivered by teaching and support staff who have undertaken professional development and completed basic awareness training in this area of SEND.

### **School entitlement offer to students with special educational needs or disabilities**

#### **Support Available Within School:**

|   |  |
|---|--|
| <p>Communication and Interaction Needs:<br/>For example:</p> <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Speech, Language and Communication Needs</li> <li>• Social communication difficulties</li> </ul> | <ul style="list-style-type: none"> <li>• Use of a child friendly student profiles and needs based plans. We will involve students, parents, carers and staff in the development, review and delivery of these documents</li> <li>• Differentiated curriculum and resources</li> <li>• Visual timetables.</li> <li>• Areas of low distraction</li> <li>• Support/supervision at unstructured times of the day</li> <li>• Social skills programme/support including strategies to enhance self-esteem</li> <li>• Small group targeted intervention programmes are delivered to students to improve skills in a variety of areas</li> <li>• ICT is used to reduce barriers to learning where possible</li> <li>• Strategies/programmes to support speech and language development</li> <li>• Strategies to reduce anxiety/promote emotional wellbeing</li> <li>• Where appropriate we will use support and advice from other partners to meet the needs of students</li> <li>• Planning, assessment and review</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> <li>• Staff training ASD Level One</li> <li>• In class support</li> <li>• Support sought from other agencies</li> </ul> |
| <p>Cognition and Learning Needs:<br/>For example:</p> <ul style="list-style-type: none"> <li>• Moderate Learning Difficulties</li> </ul>  | <ul style="list-style-type: none"> <li>• Differentiated curriculum and resources</li> <li>• Strategies to promote/develop literacy and numeracy</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• ICT is used to reduce barriers to learning where possible</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Support and advice are sought from outside agencies to ensure any barriers to success are fully identified and responded to</li> <li>• Planning, assessment and review</li> <li>• Access to teaching and learning for students with special educational needs is monitored through the school's self-evaluation process</li> <li>• Teaching resources are routinely evaluated to ensure they are accessible to all students</li> <li>• Ongoing differentiation training for all staff</li> </ul>  |
| <p>Social, Mental and Emotional Health</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Behavioural needs</li> <li>• Social need</li> <li>• Mental health needs</li> <li>• Emotional Health and Wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices</li> <li>• The school's behaviour policy identifies where reasonable changes can be made to ensure the need for exclusion is kept to a minimum</li> <li>• Risk assessments are used, and action is taken to increase the safety and inclusion of all students in all activities</li> <li>• The school provides effective pastoral care for all students in the form of Guidance Managers.</li> <li>• Support and advice are sought from outside agencies such as CAMHS and the school nurse to ensure any barriers to success are fully identified and responded to</li> <li>• Small group targeted programmes are delivered to students to improve social skills and emotional resilience</li> <li>• Targeted groupwork the Behaviour Support Manager</li> <li>• There is a nurture group at lunch times/breaktimes to support vulnerable students</li> <li>• Information and support is available within school for behavioural, emotional and social needs</li> <li>• We use a number of additional agencies to support our SEMH students such as Someone Cares and the Children North East Charity Programme</li> <li>• We are a NECOP (Future Me) and a Newcastle United Foundation School both of which provide bespoke support for students who are either disengaged or need additional support with transition.</li> </ul> |
| <p>Sensory and Physical Needs:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Hearing/Visual Impairment</li> <li>• Multi-sensory impairment</li> </ul>   | <ul style="list-style-type: none"> <li>• Advice and guidance is sought and acted upon to ensure barriers to success are reduced or removed</li> </ul>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Physical and Medical Needs</li> </ul> | <ul style="list-style-type: none"> <li>• ICT is used to increase access to the curriculum</li> <li>• Provision to support access to the curriculum and to develop independent learning</li> <li>• Advice and guidance is sought and acted upon to respond to students who have significant medical needs</li> <li>• Access to Medical Interventions</li> <li>• Access to strategies/programmes to support Occupational Therapy/Physiotherapy.</li> <li>• Staff understand and apply the medicine administration policy</li> <li>• Reasonable adjustments made to the school environment</li> <li>• The school has disabled toilets/facilities</li> </ul> |
|--|--|

### **Admissions Arrangements for Students with Special Educational Needs and Disabilities**

At George Stephenson High School, we are committed to ensuring that students with Special Educational Needs and Disabilities have equal access to education and receive the support they need to succeed. Our admissions arrangements align with the statutory requirements set out in the Special Educational Needs and Disability Code of Practice (2015) and the Equality Act (2010).

Admissions Policy Students with SEND, including those with an Education, Health and Care Plan, are welcome to apply for admission to George Stephenson High School. We work closely with families, the local authority, and external agencies to ensure a smooth transition into our school.

#### **Students with an EHCP**

Applications for students with an EHCP should be made through the local authority's SEND team. The local authority will consult with us to determine whether the school is a suitable placement that can meet the student's needs. If George Stephenson High School is named in the EHCP, the student will be given priority admission.

#### **Students with SEND but without an EHCP**

Admissions for students with SEND but without an EHCP follow the same process as for all other students and are managed by the local authority's admissions service. Parents and carers are encouraged to inform the school of any SEND requirements during the application process so that appropriate support can be arranged.

#### **Transition Support**

To support students with SEND in their transition to George Stephenson High School, we offer:

- Pre-admission meetings with parents/carers and relevant professionals.
- Additional visits to the school to help students familiarise themselves with the environment.
- Individual transition plans tailored to the student's specific needs.

#### **Transition primary to secondary**

The SENDCo, Learning Support Centre Manager and Guidance Manager visit all feeder primary schools to discuss with the Primary SENDCo the support needs of young people. Support is therefore put into place prior to young people attending George Stephenson High School.

### **Transition key stage 3 to 4**

When moving from key stage 3 to key stage 4 a young person's academic, social, and emotional needs are considered. This is done in conjunction with the young person, parents/guardians and other agencies who supply support. At this stage connexions are invited to offer their advice during discussions. Parent's evening provides an opportunity for young people and parents having dedicated time with the SENDCO to advice on option choices.

### **Transition post 16**

We will work in partnership with other education providers to ensure that students make a successful transition to the next stages of their learning, through careful and coordinated planning of the transition. We provide the following support to students when they are leaving the school:

- Accompanying students on college/work-based provider visits
- Transition reviews
- Connexions attend annual reviews from Year 9 onwards.
- Regular Connexions visits throughout Year 11
- Access arrangements being shared with colleges in a timely manner.
- Sixth Form opening evenings
- Putting in place a 139A document with Connexions so that transition to college is smooth.

### **Preparation for Adulthood**

At George Stephenson High School, we are dedicated to preparing students with SEND for adulthood by equipping them with the skills necessary for independent living, active participation in society, employment, and higher education. Our provision includes:

- Independent Living Skills: Life skills training through our curriculum offer, including budgeting, and travel training.
- Participation in Society: Social skills development, community engagement activities, and PSHE.
- Employment Readiness: Work experience placements, career guidance, and support with CV writing and interview preparation.
- Higher Education Support: Assistance with applications, transition planning, and tailored academic support to help students access further education opportunities.

We recognise that the progress and achievement of our students can be influenced by a variety of factors beyond Special Educational Needs and Disabilities. It is our commitment to provide a supportive and inclusive environment that addresses these factors to ensure every child reaches their full potential.

### **Accessibility and Inclusion**

George Stephenson High School is committed to ensuring our facilities and curriculum are accessible to all students. We provide:

- Step-free access to buildings and classrooms where necessary.
- Adaptations and assistive technology to support learning.
- A fully inclusive curriculum that caters to diverse learning needs.

SEND Support and Provision Once admitted, students with SEND will receive tailored support through:

- Quality first teaching adapted to meet their needs.
- Targeted interventions and support from the SEND team.
- Regular review meetings with parents/carers to discuss progress and adjustments.

**Please refer to Accessibility Plan.**

### **Support for young people with SEND**

When a student is identified as having special educational needs, we support their development and progress in a number of ways:

- All teaching staff recognise that there is a wide range of student ability and provide appropriately adapted work. This involves ensuring access to the curriculum through the delivery of suitable courses, programmes of study and modifications to the National Curriculum through Quality First Teaching.
- Curriculum Leaders have a key role in ensuring that this takes place and that an appropriate range of teaching and assessment material is available to meet the needs of all levels of ability.
- All teachers contribute to the assessment, monitoring, recording and reporting of progress of students with special educational needs.
- Subject teachers access the SEND register and Pupil Passports (PP's) via the internal desktop and One Drive. These are sent home to parents on a termly basis.
- Reference to Pupil Passports will need to be made when teachers input up to date evidence of student progress towards their targets prior to SEND reviews. This evidence is collated and forms an important part of the review process and future target setting.
- All departments will have a special educational needs agreement which reflects the school's policy.
- It is the responsibility of each Curriculum Leader to ensure that all students have access to the National Curriculum and that, when necessary, this is delivered in a modified form as required to meet the needs of individual students.
- Teachers will recognise the wide range of student abilities and departmental schemes of work should reflect awareness of the need to provide appropriate work.
- Each department will provide differentiated work for the full range of ability.
- Teachers will be aware of the importance of identifying students who have special educational needs and of referring them to the SENDCo. This is done through Microsoft Forms where teachers can share their concerns about progress. Where appropriate we instigate a suite of testing on the young person to identify potential need.
- Time will be allocated during departmental meetings so that Additional Educational Needs (AEN) is a regular item.
- All teachers, where appropriate, will contribute to the identification, assessment, monitoring, recording and reporting of progress of students with special educational needs.
- The monitoring of progress of SEND students is the responsibility of all teachers.
- Adapt teaching to respond to the strengths and needs of all pupils
- Where support staff are involved, they are expected to contribute to the monitoring process.

- Pupil Passports provide information, targets and strategies; they should be used by teachers to inform their planning and teaching.
- Support staff are placed where they are needed throughout the school to ensure student progress, independence and value for money.
- Teaching Assistant support in class is allocated on the basis of student need and entitlement; this is not one to one support.
- Priority is given to providing support for students with an Early Health Care Plan (EHCP), or at Learning Support (K).
- For most students, the need for support is greatest in core subjects.
- In KS3 and KS4, support will also be provided to students at Learning Support (K).
- The primary role of Teaching Assistants is to enable access to the curriculum, facilitate independent learning, and promote inclusion.

### **Monitoring and evaluation of SEND**

The school regularly and carefully monitor and evaluate the quality of the provision offered to young people with SEND. This is done in several ways:

- Internal monitoring and evaluation of Quality First Teaching including adapting teaching to the strengths and needs of all students.
- Internal data monitoring every half term
- Parental consultation at annual reviews and regular contact with the key worker for your child.
- Parental voice at review meetings, regular data gathering and open evenings
- Student voice- young people are consulted and provide feedback about their learning and experience on a regular basis, furthermore, students with Pupil Passports, EHCP's offer their views about targets and outcomes at a meeting.
- Staff voice- through annual review feedback and the review of Pupil Passport targets.

### **Assessing the progress of young people with SEND**

The progress of young people with SEND is monitored closely through the Plan, Do Review process. Teachers submit data regarding the progress of all young people half termly by setting SMART targets on Pupil Passports. This data is analysed and the progress of all young people, including those with SEND, is monitored. Those young people who are not making expected progress receive additional interventions to support these young people to make progress from their starting point.

We conduct regular reviews of SEND provision through internal audits, lesson observations, and feedback from staff, students, and parents. Furthermore, we have stringent systems in which we use data from assessments and progress tracking to evaluate the effectiveness of interventions and support strategies. Continued work with external agencies and consultants provide an objective evaluation of SEND practices and outcomes for our young people.

We regularly distribute surveys to gather feedback from parents and carers about the SEND provision and their child's progress. Events such as the North Tyneside Parent Carer Forum sessions help to facilitate open discussions and gather collective input from parents which we act upon. We also offer individual sessions with the SENDCO or Learning Support Centre Manager to address specific concerns and collaborate on Pupil Passports.



SEND students are represented in school councils and advisory groups to ensure their voices are heard in decision-making processes. We implement regular feedback sessions and surveys to capture the experiences and suggestions of SEND students.

### **Access Arrangements for Assessments**

George Stephenson High School ensures that students with SEND receive appropriate access arrangements for assessments, including exams, based on their individual needs. Students who may require additional support, such as extra time, a reader, a scribe, or assistive technology, will be assessed by the local authority's educational psychologists. We work closely with the local authority, parents/carers, and relevant professionals to ensure the correct provisions are in place, enabling students to demonstrate their abilities without disadvantage.

### **Staff Expertise and Training**

Our staff are highly trained to support students with SEND. Our teachers and support staff regularly engage in professional development to enhance their expertise in supporting students with additional needs. Training includes:

- **Special Educational Needs and Disabilities Training:** Ensuring staff understand and can meet the needs of students with a variety of SEND.
- **Social, Emotional, and Mental Health Training:** Equipping staff to support students' emotional well-being and resilience.
- **Adverse Childhood Experiences Training:** Raising awareness of how childhood trauma can impact learning and behaviour.
- **Phonics Training:** Enhancing literacy support for students with reading difficulties.
- **Dyslexia Awareness and Intervention Training:** Providing strategies to support students with dyslexia.
- **Thrive Approach Training:** Promoting emotional and social development through targeted interventions.

Our commitment to ongoing training ensures that students receive high-quality, individualised support from skilled professionals.

### **Making New Referrals**

Parents are encouraged to contact the SENDCo if they feel that their child is not progressing in line with their peers. The school will let families know about any concerns about a pupil's learning in the first instance through contact by the SENDCo, Curriculum leader or Guidance Manager. Parents would be invited for an initial meeting to discuss the situation further and develop an action plan. All teachers have the opportunity at department meetings to register concern about a student that they feel is not making satisfactory progress in their subject area. These referrals are then passed on to the Individual Needs Department who will contact parents.

### **Information and Student Register**

Parents can access the Pupil Passport for their child which is a document that outlines the individual needs of the student and includes their targets and outcomes we wish to achieve for the young person. Any further information required can be obtained by speaking to the Individual Needs department. The Individual needs register is updated on a weekly basis and staff are expected to refer to it when planning lessons for relevant students.

## **Supporting Young people with Special Educational Needs / Disabilities and Their Families**

### **SEND Learning Support**

Students on Learning Support may require some additional support in the classroom if they are experiencing difficulties which prevent them progressing as effectively as they should. Their progress is monitored and reviewed through the normal Department/Guidance procedures operating in school. If a student is still not making satisfactory progress with the support that is available in school, we would call upon external specialists. Such support could come from the Behavioural Support Service, the Educational Psychology Service, Social Services, Language and Communication team etc. Once professional services are involved students are given a Pupil Passport which is reviewed on a termly basis.

### **Students moving onto Learning Support**

The trigger for SEND Support is when classroom teachers, Guidance Managers, and parents agree that action taken by subject teachers and other professionals is not alleviating a student's difficulties and that involvement of the Learning Support Department is necessary. Please refer to SEND Policy.

### **Supporting Families**

Support is offered to families, and they are also signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer (such as SENDIASS). The school works in partnership with families to help them support their children's learning outside of school. Families can also be provided with short term support from within schools' resources through the Family Liaison Worker. We host various informal parental meetings throughout the year and have calendared 1-1 meetings which give parents the opportunity to speak with the SENDCo or Learning Support Centre manager to discuss needs, progress and signpost to other professionals where appropriate.

"He is coming along brilliantly, and we cannot thank the school enough, staff are always available at the end of the phone to talk", Year 10 parent

When we come to meetings it is such a buzz, it has always been good to hear such fantastic things", Year 11 Parent

"Year 7 has gone really well I am happy with the support for my daughter, she is really keen on coming to school", Year 7 parent

### **Securing resources for young people with SEND**

At George Stephenson High School we are committed to making a differentiated and personalised education experience for all. We make reasonable adjustments to the school curriculum and/ or school environment based on the individual needs of the young person. We regularly seek advice from other professionals to ensure that all adjustments have been achieved. This is reviewed termly in conjunction with external agencies, young people and parents/guardians.

### **Supporting young people with SEND to engage in activities in school**

All young people are able to participate in all activities in school this includes all young people with SEND. We provide additional support to young people who want to take part in extracurricular activities such as home learning clubs, sporting events and course work 'catch-up' sessions. The Learning Resource Centre (LRC) is open every day from 8.00a.m, at break time, lunchtime and after school so that students can continue with their learning. In addition, the school's ICT facilities are also available for student use outside of the timetabled day.

### **Improving the emotional, mental and social development of young people with SEND**

All young people are reviewed on a regular basis through learning support centre reviews and guidance team reviews. Pupil's social, emotional and mental development as well as their academic progress is discussed. Additional support is put into place for those young people whose progress is cause for concern. Students may be given a Behaviour Support Plan which is monitored by the relevant Guidance Manager. Internal SEMH testing may also be delivered to the young person to establish need and possible interventions. Support can also be provided in the form of a family support worker, social skills group, Lego Club, or a bespoke programme based on the young person's individual needs. Several students are identified as requiring short term intervention programmes which include NUFC foundation, improving engagement in school or Developing resilience and building confidence workshops.

### **Supporting Looked-After Children with SEND**

We recognise the unique challenges faced by young people with SEND who are looked after by the local authority. We work closely with social workers, virtual school teams, carers, and other professionals to ensure these students receive the support they need to thrive. Each looked-after child with SEND is assigned a key staff member to oversee their educational progress and well-being. Pupil Passports are reviewed regularly to ensure appropriate interventions, additional support, and access arrangements are in place. We also provide tailored pastoral care, mentoring, and stability in learning environments to promote their academic and emotional development.

### **The other individuals, agencies and teams providing services to children with a special educational need / disability in school include:**

- Guidance Managers
- Family Liaison Workers
- Behaviour Support Manager
- EHA Co-ordinators
- Thrive Practitioners
- Education Welfare Officer
- The Stephenson Centre Manager
- Connexions Advisors
- The Student Support Base
- Progress Leaders

**We can also support development and progress by working with the following agencies in the Local Authority:**

- Dyslexia Team
- Speech and Language Team
- Language and Communication Team
- SEND Transport
- Educational Psychology Service
- CAMHS
- Early Help Assessment Team
- SENDIASS

We recognise that the progress and achievement of our students can be influenced by a variety of factors beyond Special Educational Needs and Disabilities. It is our commitment to provide a supportive and inclusive environment that addresses these factors to ensure every child reaches their full potential.

### **Support Available Within School:**

If you have any concerns about your child's special educational needs or disability, their progress or the support you receive, we will ask that you come into school and discuss matters further with your child's class teacher and/or the Special Educational Needs Coordinator.

Although school complaints procedures are in place and can be accessed through our website, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

### **Note**

Parents can contact North Tyneside Parent Partnership Service for impartial information, advice and support in relation to their child's special educational need and/or disability on telephone: 0345 2000 109.

### **Further Information**

All policies, including the behavioural and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon students with special educational needs or disabilities.

Other useful documents such as our Special Educational Needs and Inclusion Policy are also available on the school website.

The school's self-evaluation process will look at teaching and learning for students with special educational needs and disabilities.

All school-related activities are evaluated in terms of their benefit to the learning and inclusion of students with special educational needs and disabilities.

If you would like further information about what we offer here at George Stephenson High School then please do not hesitate to contact the Special Educational Needs Coordinator, Ms Rebecca Bennett on: 0191 216 1115 or email [RBennett@gshs.org.uk](mailto:RBennett@gshs.org.uk)

We are committed to ensuring all students feel welcomed, valued, and supported at George Stephenson High School. If you require further details, please refer to our SEND Policy or speak with our SEND team.

### **Handling Complaints Regarding SEND Provision**

We take all concerns and complaints regarding SEND provision seriously. If parents or carers have a complaint about the support provided for their child, they should direct their concerns to Dave Lee in the first instance. Upon receiving a complaint, Dave Lee will acknowledge receipt and investigate the matter promptly, working closely with relevant staff and the SEND team to address the issue. A meeting may be arranged to discuss concerns, review existing support, and agree on any necessary adjustments. If the issue is not resolved to the satisfaction of the complainant, the matter may be escalated to the Headteacher or the governing body in line with the school's complaints policy.