

St Edward's Academy

SEND Information Report



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SLT Responsible: Ms Said (Deputy Headteacher, SENCo)

<p>What types of SEND do we provide for?</p>	<p>We welcome students from all four broad areas of need. We strive to meet the needs of all students with a severity of need which is compatible with an inclusive mainstream secondary school:</p> <p>Communication and interaction</p> <ul style="list-style-type: none"> • Speech & Language and Communication Needs (SLCN) • Autism Spectrum Disorder (ASD) <p>Cognition and learning</p> <ul style="list-style-type: none"> • Specific Learning Difficulties (SpLD) <p>Social, Emotional and Mental Health Difficulties</p> <p>Sensory and/or physical needs</p> <ul style="list-style-type: none"> • Vision Impairment (VI) • Hearing Impairment (HI) • Multi-Sensory Impairment (MSI) • Physical Disability (PD)
<p>A whole school approach</p>	<p>We expect all our teachers to be high quality teachers of children with SEND.</p> <p>The SEND Code of Practice (0-25 2015) identified the need for a graduated approach towards the identification of children who may have SEND. This is a circular model using the graduated approach of assess, plan, do, review.</p> <div data-bbox="686 1433 1165 1926" data-label="Diagram"> A circular diagram with four arrows forming a clockwise cycle. The top arrow is yellow and labeled 'Assess'. The right arrow is green and labeled 'Plan'. The bottom arrow is blue and labeled 'Do'. The left arrow is red and labeled 'Review'. </div> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p>

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Our graduated approach informs the identification and support of students who may have SEND.

- 1. Assess:** the class/subject teacher and SENCo clearly analyse a pupil's needs before identifying him/her as needing SEND support.
- 2. Plan:** the class/subject teacher and SENCo agree the support to be put in place. Parents/carers will be notified and consulted. The support will usually be set out in a school-based SEND support plan (Pupil Passport)
- 3. Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching. Quality first teaching is the key to success for all learners.
- 4. Review:** the class/subject teacher and SENCo review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core component of the St Edward's School Improvement Plan. This feeds directly in to the school's approach to professional development for all teaching and support staff. This, in turn, is integral to the school's self-evaluation of impact and appraisal process.

The identification of SEND is built into whole school policy and practice on assessment. The SENCo, in partnership with the Assistant Headteacher with responsibility for CPD, will discuss any patterns in the identification of SEND (both within the school and compared with national data). Emerging patterns and trends are used to inform whole school CPD and reinforce the quality of teaching. This is supported by the Deputy Headteacher who line manages the SEND department and oversees the curriculum.

All teachers contribute to student profile documentation. Their contributions are sought to inform the Pupil Passports to learning. It is an expectation that all teachers are familiar with the needs of the students that they teach. Class teachers and departments are responsible for appropriate planning to ensure access to learning for all students based on the agreed actions to support progress. The SENCo will advise and inform subject

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	<p>teaching staff as to what reasonable adjustments are effective in overcoming barriers to learning. The outcome of regular assessment points inform further adjustments and interventions. Further support and interventions, should they become necessary, are agreed upon in liaison with the SENCo.</p>
<p>How do we identify children and young people with SEND and assess their needs?</p>	<p>Whether the school is aware of a child's SEND when the student joins St Edward's, or whether the child's SEND becomes apparent at a later stage, all staff work with the SENCo who carries out a clear analysis of the student's needs. Need could be identified by:</p> <ul style="list-style-type: none"> • Pupil self-referrals • Parent / carer referrals • School's learning support department referrals • Individual teacher referrals • Curriculum area referrals • Head of Learning referrals • Referral from an outside agency • Information from either the primary or previous school which is passed to the SEND team. This includes the pupil-centred reviews that the SEND team attend at feeder primary schools • The school's own baseline assessments • KS2 SATs scores • Progress based on data collections and in-school assessments (we use the GL assessment tools which are externally marked and the NGRT Reading Age and Spelling assessments which are marked digitally) <p>The SEND assessment is reviewed regularly, seeking the views of the student and their parents/carers. Updates and review will be sought from teaching staff to ensure that barriers to learning are identified, discussed and shared so that they can be challenged and overcome. In some cases, the school seeks to liaise regularly with outside professionals, such as staff from health or social services (with parental agreement).</p>
<p>What is the local offer?</p>	<p>The London Borough of Havering's local offer can be found using this link: https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0</p>
<p>What is the name and contact details of our SENCo?</p>	<p>Ms Munira Said (SENCo) senco@steds.org.uk General questions surrounding your child's education should be addressed to his or her Form Tutor and then Head of Learning in the first instance.</p>

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<p>How do we consult with parents/ carers of children with SEND and involve them in their child's education?</p>	<p>We believe that partnership working with the parents/carers is a benefit to all learners who attend St Edward's Academy. For parents/carers of children with SEND, this partnership is fundamental to our work.</p> <p>Where a student is receiving support, we talk to parents/carers regularly to agree clear outcomes and review progress towards them through using the graduated approach outlined previously. We discuss with parents/carers the activities employed with students and the support programme offered. We identify the responsibilities of the school, the individual student and the parent/carer.</p> <p>In addition to scheduled parents' evenings, we meet parents/carers of students with EHC Plans at least three times each year. The focus of these meetings is to review the progress that individual students are making. Progress is reviewed with prior attainment in mind. The assessment of progress is measured in relation to the targets set through the Pupil Passport and those identified through the annual review.</p>
<p>How do we consult young people with SEND and involve them in their education?</p>	<p>We consult with SEND students by:</p> <ul style="list-style-type: none"> • Offering an open and respectful culture which includes all. This culture gives students the confidence to express their views; • Our SEND staff offer an 'open door policy' which enables children to approach a member of the team at any time; • Departments collect student feedback on their work, attainment and progress in the classroom and each curriculum area; • Students with an EHCP have an opportunity to tell us what they think as part of the review process; • SEND students are fully represented on our different student voice panels; • The Headteacher and members of the Senior Leadership Team have meetings with students from all Year groups to hear their views on the school. Students with SEND are actively encouraged to participate; • Collecting individual student views is an important and integral part of the formation of Pupil Passports. Students with SEND are fully involved in developing and reviewing their student profiles and the plans for their support. There are regular meetings with SENDCo and other members of the SEN team to gather the student's views on progress and any additional requirements. Discussions will include a review of recently implemented support strategies to measure effectiveness and impact.

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<p>How do we assess and review children and young people's progress towards outcomes?</p>	<ul style="list-style-type: none"> • Progress is continually monitored by the Senior leadership Team, Heads of Department, teachers, tutors and Heads of Learning; • The progress of children with EHC Plans is formally reviewed through the Annual Review process. This involved all adults who are stakeholders in the child's education; • The SENCo and Heads of Department will review the progress of pupils on the SEND register after each relevant data drop; • Progress of pupils with EHC Plans and those who are identified as SEND support in exam cohorts is reviewed after each professional predicted grade is entered into SIMS; • Data is analysed regularly and following each data collection by the SENCo and the Senior Leadership Team. Heads of Department and Heads of Learning are expected to contribute to this analysis; • The cycle of assessment and review are scheduled termly. This involves the review of progress towards expected outcomes from progress data inputted by teaching staff and any other additional information. Further relevant and appropriate intervention is put in place to support SEND students who are not making expected progress. Discussion and agreement of additional adjustments takes place and is communicated to all staff for implementation.
<p>What opportunities are there to work with parents/carers and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> • Student and parent/carer voice are captured ahead of and during the Annual Review process. This facilitates full participation in the review process. Opinions are sought to review student outcomes and set new targets/goals; • Student views are carefully considered when creating individual Pupil Passports; • The Inclusion team conduct student voice activities on a termly basis. Feedback is used this to inform and enhance practice; • The SENCo, Deputy Headteacher (SLT for SEND), all Heads of Department (responsible for SEND provision in each curriculum area) and Heads of Learning (with oversight of SEND in each Year group) attend all parent/carer consultation events; • The SENCo attends Year 6 pupil-centered reviews at primary schools prior to admission; • The SENCo attends the Havering 'handover' meeting with Year 6 SENCo. The SENCo actively seeks to meet with SENCo from different London boroughs for meaningful handover.

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How do we support children and young people in moving between phases of education and in preparing for adulthood?

To ensure a successful secondary transition to St Edward's for students with SEND, it is vital to properly identify and support those who may find transition from primary school to secondary school difficult. Support includes:

- The school holds an Open Evening in September/October for all primary students and their families who are in the process of choosing a secondary school. The SENCo is available to speak to parents/carers and meet with potential students;
- Meetings with parents/carers are offered before the allocation of EHCP students to the school. This aims to reassure students and parents/carers and provides the opportunity to discuss specific needs/support;
- We contact our feeder primary schools to find out information about the needs of the SEND pupils transferring to St Edward's. This includes arranging visits to the school prior to entry for orientation meetings as well as meetings with primary school teachers to gather information;
- Planning between the schools and with parents/carers during the course of Year 6 supports the student's move from primary to secondary school;
- The primary transfer day takes place in July for all students transferring to St Edward's Academy. A specific additional orientation day is arranged for students in receipt of EHC Plans;
- Students in receipt of EHC Plans have the opportunity to meet the SENCo and new teachers in advance of entry;
- On entry to the school, all prior attainment (including teacher assessment and Key Stage 2 scaled scores) are reviewed. This helps pick up potential areas for support at the earliest stage;
- We ensure that teachers/support staff are highly alert so that areas of need are spotted early. Referrals are sent to the SEND team so that need is identified and support co-ordinated promptly.

We support students through transition from Key Stage 3 and 4 and Key Stage 4 and 5:

- In Year 9, SEND students have the opportunity to be interviewed by the SENDCo regarding their option choices. This ensures the best subjects and qualifications for their career path are chosen;
- We ensure that clear and relevant information and guidance is available to all teaching staff, students and parents/carers whilst preparing for option choices at GCSE;
- The SENCo involves parents/carers at all stages so that everyone is informed. Individual needs for GCSE and A Level exams (including access arrangements and revision support) are discussed in advance to provide appropriate levels of support throughout;
- Entrants to the Sixth Form are provided with individual support and guidance in order to make the best and most appropriate

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	<p>choices for A Level subjects;</p> <ul style="list-style-type: none"> • Independent careers advice and guidance is provided for all SEND students (including through Prospects and UniFrog). <p>We help prepare SEND pupils for transfer to post -16 education:</p> <ul style="list-style-type: none"> • All students with an EHCP will have at least one meeting with a member of staff from the appropriate Local Authority Advisory Service. During this meeting, students will have the chance to talk about different Post-16 options; support for College Applications is provided where necessary.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Our SEND provision will depend on individual student needs. It is the expectation that all teachers familiarise themselves with student profile documentation. Teachers adapt their planning to ensure access to learning to all. Students will, first and foremost, be supported in class by Quality First Teaching. All lessons are differentiated for a range of need, including SEND. As well as using their own professional knowledge, teachers are supported by the SENCo, the Learning Support team and on occasion, outside specialist support services to find suitable strategies for students with SEND. Needs and additional interventions are communicated to staff by means of Pupil Passports, bespoke training sessions, and staff briefings.</p> <p>The SENCo will advise and inform teaching and support staff as to what reasonable adjustments are effective in overcoming barriers to learning. Regular assessment points then inform further adjustments and interventions to support, should they become necessary. Interventions are agreed in liaison with the SENCo.</p> <p>Interventions offered, according to need:</p> <ul style="list-style-type: none"> • Pre- and post- teaching for both numeracy and literacy; • Social stories; • Speech and Language targeted support. <p>If a child in the mainstream has Cognition and Learning needs they have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation (including best SEND practice); • Visual aids to support key vocabulary, concepts and themes; • Whole-school learning provision to encourage meta-cognitive learning; • Access to homework support clubs with support from a Teaching Assistant; • Key Stage 2 to Key Stage 3 transition support via the secondary transition programme; • Access to assessment for identification of significant needs;

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- Bespoke reading intervention delivered by the SEND department;
- Specialist small group teaching;
- All students have access to dedicated and caring staff who value all learners, regardless of ability.

Support for targeted groups of students may include:

- Small group lessons that focus on a range of needs such as literacy, comprehension and spelling;
- Teaching Assistant support in some lessons;
- Targeted lunch time clubs for vulnerable students;
- Timetabled literacy and numeracy intervention.

Targeted individual support may include:

- Where needed, help from an external agency, such as Educational Psychologist or Speech and Language Therapist;
- Bi-annual testing for students with literacy needs to review and plan further support;
- Subject-specialist support in key subjects;
- Exam Access Arrangements;
- Post-16 transition support.

If a student has Sensory and/or Physical needs, students have the opportunity to access:

- Quality first teaching with appropriate differentiation (including best SEND practice);
- Visual aids to support key vocabulary, concepts and themes;
- Amplification of sound for hearing aid users;
- Access to homework support clubs with support from a Teaching Assistant;
- Specialist clubs offered at lunch times;
- Local Occupational Therapy services;
- If required, a personal medical care plan will be in place;
- Key Stage 2 to Key Stage 3 transition support via the secondary transition programme;
- Access to assessment for identification of significant needs;
- Dedicated and caring staff who value all students, regardless of ability.

Support for targeted groups of students may include:

- Medical Care Plans;
- Handwriting /fine motor/keyboard skills training;
- Group discussions and information given through Inclusion support or the PSHE offer;
- Access to assistive technology, software, audio digital books and laptop applications;
- Access to teaching assistant support.

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	<p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • Personalized support plans; • 1:1 support from Teaching Assistant (e.g. Numeracy support); • Individual handwriting /fine motor/keyboard skills training; • Specialist equipment and materials, such as low vision aids and enlarged adapted resources; • Access to assistive technology, software, audio digital books and laptop applications; • Targeted support for complex medical needs, including practical support; • Exam Access Arrangements. <p>If a child has Communication and Interaction needs, students have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation (including best SEND practice); • Visual aids to support key vocabulary, concepts and themes; • Whole-school programme to encourage meta-cognitive learning; • Access to homework support clubs; • Specialist and intensive support for students with EHCPs; • Access to Speech and Language Therapist input and assessment if required; • Key Stage 2 to Key Stage 3 transition support via tutor programme; • Access to assessment for identification of significant needs; • Robust tutor programme which focuses on effective communication skills.
	<p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Assessment and identification of language need and feedback to parents/carers and staff. • Small group sessions with TA • In-class Teaching Assistant support in some lessons. • Specialist lunch time extra-curricular offer. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • 1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN. • 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP. • Exam access arrangements. • Post 16 transition support. <p>If a child has Social, Emotional Health or Mental Health needs:</p>

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	<p>Pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice) • Access to specialist mentors on site. • Access support from a Well-Being Practitioner in collaboration with CAMHS. • Whole school focus on building self-esteem, staying safe and recognition of achievement. • Whole school policy for behaviour management with graduated response and a focus on restorative justice • Specialist input as advised by the Educational Psychologist • Key Stage transition support including support from mentors. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Intervention groups (all years): social skills/self-esteem/stress management. • Peer mentoring • Year 11 support with college applications and career paths. • Year 11 support for exam stress management. • Access to support in liaison with CAMHS professionals. • Support from mentors on Exam Results Days. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • 1:1 mentoring. • Outside agency input (eg. Educational Psychologist) • Flexible timetables. • Support by a mentor if a student attends an alternative pathway and needs support at the transition phase. • Child Looked After support from Safeguarding Lead. • Close liaison with the family to build collaboration and partnership.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met. Quality First Teaching supported through our appraisal process and CPD programme. • A teaching assistant may work with the teacher to support a child's learning in the classroom. • Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. • We provide targeted support with homework at lunchtime. • Curriculum plans are designed for teachers to map how they will scaffold learning so that all students can access the broad and balanced curriculum.

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	<ul style="list-style-type: none"> • All students with SEND have a Pupil Passport, which outlines ways that individual subject staff can adapt their teaching and the learning environment to meet the needs of the student. • All staff are given training on working with students with additional needs and expected to adapt accordingly. A calm room is provided for students who need a quieter place to go.
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<p>We develop staff knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENCo attendance at SENCo Network Meetings. • Whole school INSET days that focus on the Curriculum, Learning and Teaching with a SEND specialist input. • Training for TAs • In school sessions – SENCo and Heads of Department delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of TA. • Delivering training sessions for newly qualified staff, trainee teachers and staff new to the school. • SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. • Internal reviews which focus on SEND good practice. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information. • Team teaching opportunities in attached department. • Building in SEND teaching targets to the appraisal process. • SENCo studying for the Post Graduate National Award for Special Educational Needs Co-ordination at the Institute of Education, University College London • Access for all staff to the National College training resources

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<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>We do this in several ways including:</p> <ul style="list-style-type: none"> • Regular observations and learning walks. • Analysis of the attainment and achievement of different groups of students with SEND including PP. • Success rates in respect of targets. • Post 16 destinations of young people with SEND. • Scrutiny of teacher's planning and students' work. • The views of parents/carers and the students. • Regular monitoring by the governing body/SEND governor. • Maintenance of assessment records – numeracy, reading and spelling ages etc. – that indicate progress over time for students involved in small group / individual intervention. • Evaluating the impact of interventions and regularly reviewing plans in light of this. • Departmental reviews of the progress of SEND students. • Annual reporting on successes and identifying aspects for future improvement. • Monitoring the number of students requiring lower levels of support. • Monitoring procedures for identification and assessment of and provision for students with SEND. • Reviews of the SEND department by professionals outside of the school – the external review process takes place every two years through the Unity School's Partnership
<p>How do we ensure that 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 SEND?</p>	<p>We make every effort to include all pupils on school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.</p> <p>We are able to write Social Stories to help students' prepare for their participation in a school trip or activity. We monitor the attendance of SEND students on school trips.</p> <p>More generally, the Academy provides this through a variety of different strategies such as: • the assessment of need • adjustment to teaching styles • allowing additional time for work/assessments • adjustments to materials • additional resources or supportive equipment • availability of lifts for wheelchair access and other disabilities. It is a key priority to enable students to experience the social benefits of working in a classroom or smaller team environment. This process is made possible by ensuring that, through advance planning of groups, seating, classroom environment, lesson</p>

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	<p>materials and targets, students can access all activities, albeit in a differentiated manner.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons • Tutor periods and reflective character-building activities • Report card monitoring • Assemblies • Learning mentor sessions • Lunch time clubs and activities • Reward trips
<p>What arrangements are there for listening to the views of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Heads of Learning speak to targeted groups of students including SEND pupils. • Departments collect pupil views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run. • The termly collection of student voice by HODs.
<p>What measures are there to prevent bullying?</p>	<p>St Edward's has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> • The consistent promotion of the school's Behaviour Code which requires all pupils to respect the rights of others. • Safeguarding and reporting system which is understood and valued by all. We are a telling school. • The commitment to the value of HOPE. • The reporting system which requires recording of all incidents of bullying and proactive follow up which is also recorded on CPOMs • The Behaviour Policy and PSHE programme address all aspects of equalities and include very carefully planned and clear guidance about SRE, consent and sexual harassment and sexual violence

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- The reinforcement of the clear message that violence has no place at St Edward's and that restorative practice is a core ethos in restoring broken relationships.
- Consultation with the 'Student Voice' on how to prevent bullying.
- Training for all members of staff on the Behaviour and Inclusion policy and strategy.
- The supervision by school staff of all play areas at lunch times and breaks.
- Swift and decisive action by the Heads of Year in conjunction with SLT if required.
- Peer mentoring support.
- Providing information to all parents / carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied.
- Mobile phones not being permitted to be used during school hours.
- The celebration of all student's backgrounds and cultures through assemblies, tutor periods and lessons such as the assembly to raise awareness and celebrate Ramadan.
- Regularly reviewed and updated Equalities Policy.
- Pupils discuss and explore bullying issues and how to increase the anti- bullying culture of the school during tutor periods and lessons in relevant curriculum areas, e.g. PHSE.
- Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet).
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher and the Safeguarding Leads. If appropriate, action will be taken and recorded.
- Effective recording systems on SIMS.
- Work with multi-agency teams including police as appropriate.
- Contacting the parents of both the child being bullied and the bully.
- Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination.

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<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student.</p> <p>Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning. • Therapists (including speech and language therapists, occupational therapists and physiotherapists). • Access to a Physical Disability Advisory Teacher. <p>We also arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled 'St Edward's School Complaints Procedure'. This document can be found on our website.</p>
<div style="text-align: center;">  <p>October 2021 Signed by: Jodie Hassan Headteacher</p> </div>	