



**SEND Policy and Information Report
2025/2026**

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document - new format and template used.	1	September 2025

This policy has been formally approved by the Divisional CEO and Governing Board of Directors.

This policy will be reviewed annually unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Divisional CEO: September 2025

Board Signatory: 

Planned review: September 2026

1. Policy overview

- 1.1 We aim to enable equality of access to the whole curriculum, and to all opportunities and experiences provided by the school. The aims and objectives of the education offered by the school are the same for all students.
- 1.2 We are committed to the principles of inclusive education, accessibility, and reasonable adjustment, in that all students regardless of Special Educational Needs and/or Disabilities (SEND) have the right to access the whole school curriculum. The school is committed to making reasonable adjustments in accordance with The Equality Act 2010 and works proactively to remove barriers to learning, participation and inclusion.
- 1.3 We consider the education of all students, including those with Special Educational Needs and/or Disabilities (SEND), including any of the protected characteristics as identified in the Equality Act (2010), to be the responsibility of all members of staff and this policy aims to promote greater understanding of SEND throughout the organisation and it's respective partners.
- 1.4 We aim to provide a learning environment in which all students feel equally valued, and safe and free from discrimination. Staff will actively promote such a positive climate throughout the school. We are committed in our statement that all students are supported to thrive regardless of SEND.
- 1.5 Students with SEND will be educated alongside their peers, where this is compatible with their needs, the education of other students, and the efficient use of resources. When withdrawal from the usual classes is necessary, it will be done for short term or specific reasons and regularly reviewed using the Graduated Approach and Quality First Teaching methodology. Lessons will be conducted in our specialist facility.
- 1.6 We aim to ensure appropriate provision for all students with SEND as necessary, to enable each student to develop their full potential. Where necessary, Special Arrangements for Public Examinations may be applied for and will be supported by our SENCO and Exams team.
- 1.7 Family Leadership is a key component in our vision and commitment to all students. We encourage and support the involvement of parents and carers in their child's education and adopt a co-production approach, working collaboratively with students, families and professionals to plan, review and evaluate provision.
- 1.8 Although Progress Arc is an independent special school and is not required to publish a SEND Information Report in the same way as maintained schools, we voluntarily

provide this information to ensure transparency regarding the provision, support and services available to students with SEND and Education, Health and Care Plans (EHCPs).

2. Definition of special educational needs and/or disability (SEND)

- 2.1 A student is considered to have a Special Educational Need or Disability (SEND) if they have learning, emotional, behavioural, or physical difficulty or need, which calls for special educational provision to be made.
- 2.2 A student is considered to have such a need if they have significantly greater difficulty in accessing learning than most children of the same age, or has a disability, which either prevents or hinders access and use of the educational facilities generally available for students of the same age.
- 2.3 Our SEND Policy covers all students and identifies those with special needs or an Education, Health & Care Plan (EHCP).

3. Responsibilities of the Headteacher

- 3.1 To promote the effective management, implementation, and review of the SEND policy in accordance with all relevant statutory requirements.
- 3.2 To regularly review, assess, plan, and implement support for students with SEND, gathering key information on:
 - Gender, age, nationality, and key demographic data.
 - Update and maintain accurate records of the SEND register for their respective school.
 - Ensure Termly SEND reviews take place and are led by the student and their families with the support of the student's respective tutor and the SENCO.
 - Apply the Graduated Approach in line with the SEND Code of Practice (2015), in a four-step approach of, 'Asses', 'Plan', 'Do', 'Review', to regularly make adaptations to teaching and learning for all students with SEND.
 - Maintain objective and accurate data on students with SEND and their progress, including – but not limited to – student test scores.
 - Work vigilantly to close the gap on attainment with robust strategy and determination.

- Ensuring significant developments and problems affecting the operation of the SEND policy.

3.3 Ensure collaboration with the SENCO, for the day-to-day operation of the procedures necessary to implement the SEND policy as below:

- The co-ordination of the provision for students with SEND including deployment of specialist teacher support and mentor time.
- Maintenance of the SEND register and associated record keeping requirements from the SEND Code of Practice: 0-25 years (2015).
- The organisation and conduct of annual reviews for students with Education, Health and Care Plans (EHCP).
- Advice and support to the school's examination officer and Access Awards Assessor on special arrangements for public examinations and to apply these arrangements accordingly.
- Liaison with parents/carers and those of prospective students with SEND.
- Liaison with external agencies, schools, and LA advisors as appropriate and any other agencies concerned with the SEND of individual students.
- Liaison, advice, and support for staff on SEND matters and contribution to in-service training of staff as appropriate.
- Ensuring that each Head of School assists effective liaison with the National SEND Coordinator and dissemination of ideas and information.
- Attendance at conferences on implementation of the Code of Practice and current legislation as necessary.
- Advice to the leadership team on the deployment of learning support staff and responding to the developing role of the Teaching Assistants and Pastoral Mentors, in collaboration with the National SENCO through regular reviews, observation, planning and communications.

- 3.4 The Executive Team, Head of School and National SEND coordinator are responsible to the Leadership Team for the effective management of the SEND policy by:
- Ensure that arrangements to meet the policy's objectives are in place and working satisfactorily.
 - Ensure regular reporting to the Leadership Team on the implementation of the policy, to include:
 - The nature of SEND within the school.
 - The student voice of the students on the register to the SEND provision.
 - The nature of the work of the designated person for the student and members of the support team (Teaching assistants and/or Pastoral Mentors) and the results of the coordinating and monitoring activities of the designated person.
 - The communication and record keeping systems within the school which keeps members of staff informed of individual needs of students.
 - The adequacy and effectiveness of the resources devoted to SEND by the school and of those provided by outside agencies.
 - Any general issue arising from the operation of the SEND policy.

4. Responsibilities of the leadership team, governing board of Directors and proprietor

- 4.1 The statutory duties of the Group Board of Directors, Proprietor, and the Leadership Team towards students with SEND include – but are not limited to:
- The appointment of a Progress Group Director to provide SEND governance.
 - The opportunity for SEND issues to be reported to the whole local governing board at each full board meeting. Such reporting may be through the appropriate sub-committee.
 - To ensure vigilance on the attainment gap and provide objective challenge to the National SENCO on matters arising and/or relating to SEND.
 - Ensure the process for referral and transition is supported, robust and in line with the appropriate legislative framework for SEND.

5. Review Procedures

- 5.1 The SEND register(s) for the school site will be reviewed termly and updated as and when new students start and based on an update of the student Individual Education Plan (IEDP) by all teaching staff. Students may be added to or taken from the register at any time during the following consultation between the appropriate staff as well as following the SEND register review. Students may be identified as requiring SEND Support where evidence demonstrates they require provision that is additional to or different from that ordinarily available in order to access learning and make progress, regardless of whether a formal diagnosis has been obtained.
- 5.2 The school recognises that parents/carers might choose to approach external assessment centres at their own expense and will endeavour to respond sympathetically to such assessments where resources allow.
- 5.3 Information and guidance about all students on the SEND register is provided for all staff. Parents/carers will be kept informed of where students are on the register and when the school is making special educational provision for their child through regular correspondence, termly SEND reviews, Annual EHCP reviews (where appropriate) and any matters arising.
- 5.4 The SEND register shows students at different stages of concern, in accordance with the criteria. All students with SEND will have a One Page Profile formulated by the designated person in cooperation with the relevant staff and support agencies where appropriate. The One Page Profile will be reviewed termly, and parents/carers will be consulted as part of the review process, supported by robust target reviews and setting for the students Individual Educational Plan using the four-step Graduated Approach.
- 5.5 If the LA considers that a student 's SEND may be such that the student may need to have an EHCP assessment, it assesses the student's SEND to which the school contributes educational advice. Such an assessment may be requested by the school or parents/carers. If the LA concludes that an EHCP is needed, it must specify both the student's SEND and the provision required to meet those needs.
- 5.6 Students with an EHCP provided before coming to Progress Arc Schools will have an annual review of that plan throughout their educational placement. If the student is on roll at Progress Arc Schools, the school has a duty to organise and lead on the review with support from the SEN Lead at the Local Authority.

- 5.7 The school values communication with all parents/carers and contact with the designated person is welcomed should any concerns arise. The designated person will also initiate contact with parents/carers should the need arise.
- 5.8 The school will respond professionally and fully to any questions or complaints from parents relating to the school's responsibility for meeting the child's SEND needs. The response will come in the first instance from the student's form teacher and the designated person. If the matter is not resolved, the school complaints policy and procedure will be followed.

6. Links with other education institutions

- 6.1 The purpose of such links is to facilitate the smooth transfer of students from one educational establishment to another, and where practicable to share resources and expertise. The school will seek to identify and use possibilities for cooperating with other schools or units by sharing SEND expertise and information or resources, as appropriate.
- 6.2 All referring schools are required to forward to the school records of each student, including details of any SEND provision which the school have made. All referring schools are visited/communicated with by a member of staff as part of the student's induction programme and SEND information about future students will be noted at this time.

7. Parental support

- 7.1 Parents can liaise with the school at any time if they feel their child may require more support. School staff will support parents and will also be able to signpost to the Local Offer for additional support.
- 7.2 Parents must comply with the information sharing of the needs of their children that is frequently updated as appropriate in support of the school appropriately supporting all its students.

8. Access arrangements for formal examinations

- 8.1 Progress Arc Schools are committed to ensuring equity for all students. As such, access arrangements for examinations are provisions and adjustments made for candidates who encounter barriers that may affect their ability to demonstrate their knowledge, skills, or understanding under standard examination conditions. These arrangements are essential for ensuring that assessments are fair, valid, and inclusive, accommodating a diverse range of needs while maintaining the integrity of the examination process.
- 8.2 The Fundamental aim of access arrangements is to provide equity in assessment. By recognising the diverse and individualised needs of candidates, educational institutions and examination boards can ensure that all students are given a fair opportunity to perform to the best of their abilities. It is imperative to state that access arrangements are not intended to confer an advantage, but rather to remove unnecessary barriers to achievement.
- 8.3 Access arrangements ensure inclusion for candidates with permanent or temporary disabilities, medical conditions, or learning difficulties which may require alternative arrangements to access examinations on an equal basis. Progress Arc Schools and examination settings have a duty to comply with the legal requirements for the awarding of access arrangements, mandating reasonable adjustments for candidates with Protected characteristics as identified by the Equality Act (2010).
- 8.4 To uphold the validity of the qualifications, arrangements must not compromise the assessment objectives or the reliability of the examination.
- 8.5 Senior Leaders, the Exams Officer, all school staff, wider professionals, and parent/carers must keep the school updated and informed on the needs of its students.
- 8.6 All access arrangements must be timely and avoid delays which could limit the potential for students and cause adversity.

9. Types of access arrangements

9.1 A wide variety of access arrangements are available and can be found in the Joint Council for Qualifications 'AARA' document (2025). These arrangements are tailored to meet the specific needs of individual candidates and subject to annual review and revision. These arrangements can be categorised as follows (although this list is not exhaustive):

- **Extra time:** extra time is one of the most common adjustments for candidates and is typically granted to candidates who have an identified need due to processing difficulties, medical conditions, or disabilities. The most frequent allocation is 25% additional time, though further increments may be given in exceptional circumstances. The decision is usually supported by evidence from educational psychologists, medical professionals, or specialist teachers.
- **Use of Assistive Technology:** Candidates who experience difficulties with reading or writing may be allowed the use of a word processor, screen reader, or speech recognition software during examinations. These technologies aim to level the playing field while maintaining the core assessment criteria.
- **Alternative Formats:** Examination papers can be provided in alternative formats such as large print, Braille, coloured overlays, or electronic versions. This supports candidates with visual impairments or specific learning needs.
- **Scribes and Readers:** When a candidate is unable to write or read due to a disability, a scribe may be permitted to record their dictated responses, or a reader may be allowed to read out the instructions and questions. Both roles require careful training to ensure fidelity to the candidate's responses and neutrality.
- **Rest Breaks:** Supervised rest breaks are granted to candidates who may require time to manage fatigue, anxiety, pain, or the effects of medication. The total duration of the examination is not reduced; instead, the candidate is permitted to pause and resume under controlled conditions.
- **Separate or Quiet Rooms:** Some candidates may benefit from completing their examination away from the main exam hall. This can support those with anxiety, sensory processing disorders, or medical needs requiring privacy or a controlled environment.

- **Timing Adjustments:** In certain cases, the timing of an examination may need to be adjusted. For example, candidates with certain medical conditions may need to take exams at specific times of the day, or candidates observing religious festivals may require rescheduling.
- **Modified Equipment:** Candidates may be permitted to use special equipment, such as ergonomic furniture, adapted keyboards, or communication devices, to assist them during the examination.

10. Eligibility and evidence

- 10.1 Eligibility for access arrangements is determined by a combination of factors, including the candidate's disability or condition, the impact on their performance, and the specific requirements of the examination. Supporting evidence is crucial and typically includes:
- Medical reports or letters from healthcare professionals
 - Assessment reports from educational psychologists or specialist teachers
 - Individual Education Plans (IEDPs) or equivalent documentation
 - Historical evidence of need and normal way of working
- 10.2 The process is designed to be robust but also sensitive, ensuring confidentiality and dignity for candidates.

11. Application process

- 11.1 The application for access arrangements usually involves several steps:
- **Identification of need:** Teachers, parents, or the candidate may raise concerns regarding potential barriers.
 - **Gathering evidence:** Relevant documentation and professional assessments are collated.
 - **Submission to the examination board:** Schools or exam centres complete the necessary application forms and submit supporting evidence within set deadlines.
 - **Approval and implementation:** The examination board reviews the application and, if approved, arrangements are put in place for the candidate.
 - It is vital to begin the process as early as possible, as late applications may not be accommodated unless there are exceptional circumstances.

12. Roles and responsibilities

- 12.1 The smooth implementation of access arrangements depends on the collaboration of multiple stakeholders:
- Candidates: Should communicate their needs clearly and provide relevant information to support their application.
 - Parents and guardians: Act as advocates for the candidate and assist in gathering evidence and completing paperwork.
 - Teachers and educational professionals: Identify candidates who may need support, provide evidence, and ensure that normal classroom practice aligns with requested arrangements.
 - Examination officers: Oversee the application process, manage logistics, and ensure compliance with regulations.
 - Exam boards and awarding bodies: Set the regulatory framework, review applications, and monitor the impact of arrangements on assessment integrity.

13. Challenges and considerations

- 13.1 While access arrangements aim to create a fair assessment environment, there are several challenges:
- Maintaining academic integrity: Arrangements must not give an unfair advantage. The focus should remain on removing barriers, not altering the intended construct of the assessment.
 - Timelines: Delays in identification or application can jeopardise a candidate's chances of success.
 - Consistency: Variation in interpretation and implementation across institutions can impact candidates' experiences and outcomes.
 - Stigma: Some candidates may feel self-conscious or reluctant to use adaptations, requiring sensitive handling by staff.
 - Resource constraints: Schools and exam centres may have limited resources to provide certain arrangements, especially assistive technologies or one-to-one support.

14. SEND Information Report

- 14.1 Our school currently provides additional and/or different provision for a range of needs (listed below). The majority of students attending Progress Arc – Billinge school present with Social, Emotional, and Mental Health (SEMH) needs, often alongside additional needs relating to communication and interaction, cognitions and learning, sensory processing and physical development.
- Social, emotional, and mental health difficulties, for example: Attention Deficit Hyperactivity Disorder (ADHD)
 - Sensory and/or physical needs, for example: Visual impairments, hearing impairments, processing difficulties, epilepsy
 - Communication and interaction, for example: Autistic Spectrum Disorder (ASD) and Asperger's Syndrome
 - Speech and language difficulties
 - Cognition and learning, for example: Dyslexia, dyspraxia
- 14.2 During our induction process, we will hold discussions with the student and their parents when transitioning to the school. We will work collaboratively with families to create a One Page Profile and an Individual Education Development Plan (IEDP), which will be reviewed at regular intervals. These conversations will ensure that:
- Everyone develops a clear understanding of the student's strengths, areas of difficulty, and previous educational experiences.
 - Staff have awareness of the student's individual interests to support effective planning.
 - Parents' concerns are listened to and considered.
 - There is shared understanding of the agreed outcomes sought for the child.
 - A clear plan of support is in place to help the student meet their EHCP outcomes.
 - Everyone is clear on the next steps.
 - Notes from these early discussions are added to the student's record as part of the transition plan.
- 14.3 We will share the One Page Profile and Individual Education Development Plan, and we will seek input from teachers, parents, and the student. We will also formally notify parents and Local Authority Key Workers when the EHCP is due to be reviewed.

14.4 To assessing and review students' progress towards outcomes:

- We will follow the graduated approach and the cycle of Assess, Plan, Do, Review.
- The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs and support the objectives on their EHCP. This analysis will draw on:
 - The teacher's assessments, observations, and experience of the student.
 - The student's previous progress, attainment, and behaviour.
 - Other teacher's assessments, where relevant.
 - The student's development in comparison with peers and national data, taking into account any gaps in education, alongside the views and experiences of parents and the student themselves.
 - Advice from external support services, where relevant.
- The assessment will be reviewed regularly.

Therapeutic and Pastoral Support

Progress Arc – Billinge School adopts a therapeutic and relational approach to education. Students may access a range of therapeutic, pastoral and specialist interventions designed to support emotional regulation, communication, wellbeing, engagement and preparation for adulthood.

14.5 All teachers and support staff working with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches required. We will regularly review the effectiveness of support and evaluate impact on the student's progress.

14.6 To support students moving between phases and preparing for adulthood, we will:

- Liaise with and share appropriate information with the school, college, or other settings the student is moving to. We will agree with parents and students which information will be shared as part of this process to ensure transparency and consistency.
- Support students transitioning into a placement in the same structured and supportive way they were transitioned into Progress Arc. This includes developing strong lines of communication, providing planned and well-managed support, and ensuring smooth transitions between settings. Where needed, we will visit

the new setting with the student to reduce anxiety and help them feel safe, confident, and prepared for the move.

- 14.7 The effectiveness of SEND provision is evaluated through a combination of academic progress, attendance, engagement, behaviour, EHCP outcomes, social and emotional development, soft-skill assessments and student-voice. Teachers are responsible and accountable for the progress and development of all the students in their class.
- 14.8 High-quality teaching is our first step in responding to students who have SEND. Progress is not solely academic; it also includes social and emotional development, which we assess through soft-skill assessments each term.
- 14.9 Teaching will be adapted for individual students and personalised where needed. In addition to high-quality teaching, we will provide the following interventions:
- Occupational Therapy (OT) observations, assessments, and interventions
 - Educational Psychology observations, assessments, and interventions
 - Educational interventions as directed by the SENCO.
 - Literacy support delivered by our specialist coordinator.
 - Therapeutic interventions to support students who have experienced trauma and to promote positive mental health and well-being.
 - Wellbeing and social interventions to support students in developing their social interaction skills.
 - Numeracy intervention delivered 1:1 or in small groups to help students build confidence in mental maths and develop core number skills.
- 14.10 We make the following adaptations to ensure all students' needs are met by:
- Differentiating our curriculum to ensure all students can access learning. This may include grouping, 1:1 work, adapted teaching styles, and adjusting lesson content.
 - Adapting resources and staffing to meet individual needs.
 - Using recommended aids, such as alternative recording methods, coloured overlays, visual timetables, larger font, writing slopes, and other specialist equipment.
 - Adaptive teaching approaches, for example:
 - providing longer processing times
 - pre-teaching key vocabulary

- reading instructions aloud
 - incorporating brain breaks
 - Using Working Walls to support recall and reinforce understanding.
- Developing our learning environments to support students' regulation and engagement. We have created Birch, Beacon, Hilltop, and REACH each designed to offer different types of learning spaces that help students feel welcome. We also have Progress Futures within our on-site provision, which caters for post-16 students.
 - Providing a flexible sensory room that meets the individual needs of our students. It is a warm, supportive environment where students may go if they require time away from class. The equipment within the room supports a wide range of sensory processing and regulation needs.

14.11 Our additional support for learning includes:

- Small class sizes several 1:1 Teaching Assistants (TAs) who are trained to support young people with a wide range of complex needs. This support is essential for building trusting relationships and ensuring transitions are managed gradually and sensitively.
- Teaching Assistants to support students within the classroom or in a separate space within school. In addition, we have a team of Mentors who are trained in specific areas of SEND and deliver targeted individual interventions considering social skills and wellbeing. We have links with other providers in specialist areas, e.g. Equine Therapy.

14.12 Our SENCO is employed full-time to oversee SEND provision and receives ongoing professional development to ensure provision remains aligned with current legislation, guidance and best practice.

14.13 We have a dedicated team of Teaching Assistants (TAs) and Learning Mentors, including our Mentor Lead, all of whom are trained to support a broad range of SEND needs. Staff receive regular mandatory training in safeguarding, lifting and handling, health and safety, and behaviour management. We also have a team of trained first aiders.

14.14 Where appropriate, staff also access specialist training tailored to the individual needs of our students. This includes a range of evidence-informed approaches such as Phonics, Pathological Demand Avoidance (PDA), Zones of Regulation,

Trauma-Informed Care & Attachment, PREVENT, and Positive Behaviour Support (PBS) strategies.

- 14.15 Our specialist staff also provide Occupational Therapy, Speech and Language Therapy, and Sensory Therapy weekly.
- 14.16 Students requiring specialist equipment are identified during transition, and this is reviewed regularly. Requests for resources are processed as needed to ensure students can access the curriculum effectively.
- 14.17 We evaluate the effectiveness of provision for students with SEND through:
- Reviewing students' individual progress towards their EHCP outcomes
 - Reviewing the impact of interventions each term
 - Using student questionnaires
 - Monitoring by the SENCO
 - Using evidence from EHCP reviews to inform EHCP outcomes
 - Following the graduated approach
 - Holding person-centred annual reviews for students with EHCPs
- 14.18 Our EHCP reviews use a person-centred approach involving the young person, their family, and any professionals supporting them. Student voice is central to the review process and young people are supported to contribute meaningfully to decisions about their education, support and future aspirations. Students are invited to share their views, discuss what is working well, raise any concerns, and share longer-term aspirations. The remainder of the meeting focuses on progress towards EHCP outcomes and the continued appropriateness of the provision in place.
- 14.19 For pupils in Year 9 and above, annual reviews include explicit preparation for adulthood planning. This considers employment, further education, independent living, community participation, health and wellbeing, alongside longer-term aspirations and career pathways.
- 14.20 Parents and carers are encouraged to express their views throughout, including their hopes and aspirations for their child. Any amendments required regarding SEN needs, outcomes met, or changes to provision are clearly identified and agreed.

14.21 Our approach is to enable Students with SEND to engage in the community. We believe that education within the community is essential for empowering students to apply their learning in real-life contexts. For example:

- Students have opportunities to earn points throughout the week, which may include community-based rewards.
- Students are encouraged to develop their social communication skills when interacting with members of the public.
- Each term, every year group has an end of term trip to a local venue, chosen through student voice activities. No student is excluded from participating due to their SEN or disability.
- The school nurse supports staff training and visits school regularly to carry out drop-in sessions for individual students.
- Our accessibility plan is available on request from the school office. It outlines how we aim to improve the physical environment and develop the availability of accessible information for students with disabilities.

14.22 We support students' emotional and social development in the following ways:

- Each term, a team of student leaders is elected by students. They meet regularly to share the views of their form groups with senior leaders.
- Students take part in weekly Mentor lessons to promote teamwork and build friendships.
- We have a dedicated Pastoral Support Lead who monitors behaviour and welfare, alongside a Mental Health First Aider.
- We work with a range of professionals including the school nurse, social care, education support workers, and Educational Psychologists to ensure families and students receive appropriate support.
- We deliver weekly PHSE lessons, which includes emotional and social development.
- Staff supervise during break times and encourage students to engage in games and activities indoors and outdoors to build social interaction skills.

- Students access a range of therapeutic sessions including Art Therapy, Horticulture, Emotional Regulation and Mentor sessions.
- We have therapy animals on site throughout the year, which support students by reducing stress, anxiety, and low mood, while improving social interaction and wellbeing.
- We have a zero-tolerance approach to bullying. Incidents are recorded on our school system and discussed during daily triage meetings. Identified needs or behaviour patterns are explored further by our Senior Leadership Team to plan appropriate interventions.
- We work with external specialists who deliver whole-school training to develop staff expertise in meeting individual needs.

14.23 Progress Arc works closely with a wide range of agencies, including health and social care, local authority support services, and voluntary sector organisations. This collaboration ensures that students' individual needs are met and that families receive coordinated support.

14.24 Complaints about SEN provision should be made to the Head of School in the first instance. If unresolved, the matter will follow the school's complaints policy. Parents of students with disabilities have the right to make disability discrimination claims to the First-tier SEND Tribunal if they believe the school has discriminated against their child. Claims may relate to:

- Exclusions
- Provision of education and associated services
- Reasonable adjustments, including the provision of auxiliary aids and services.

14.25 Support services for parents of students with SEND are available. The Local Authority SEND Support Key Worker can provide contact details for support services available within the family's local authority. Parents may also request access to services as part of the annual review process.

14.26 Students or parents who have concerns about provision can speak to any member of staff. Concerns will be addressed and/or escalated appropriately to ensure they are resolved.

14.27 Local authorities' local offer:

- Wigan Local Offer local.offer@wigan.gov.uk
- St Helens Local Offer [St Helens Family Information Directory | The Local Offer](#)
- Liverpool Local Offer [SEND local offer - Liverpool City Council](#)
- Halton Local Offer [Halton Local Offer](#)
- Sefton Local Offer [Sefton Local Offer | Sefton Education](#)
- Bolton Local Offer [Bolton – SEND Local Offer](#)
- Knowsley Local Offer [Knowsley Local Offer \(SEND\) | Knowsley Council](#)
- Warrington Local Offer [Local offer - SEND | warrington.gov.uk](#)
- Lancashire Local Offer [Local offer - Lancashire County Council](#)
- Trafford Local Offer [Trafford SEND Local Offer](#)
- Wirral Local Offer [SENDLO - Wirrals Local SEND Offer](#)