



SEND POLICY AND INFORMATION REPORT

Written By:
Reviewed by:
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Date of next review:

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SEND Policy and Information Report

AIMS

As a specialist provider, teaching pupils/students with SEND is the core business of St Dominic's School. We structure our approach to the individual needs as set out in the Education Health and Care Plan (EHCP) through a pathway model in school.

All pupils/students at St Dominic's School will have an EHCP with identified needs, provision stated and goals/outcomes outlined. Any changes to this will be identified by the classroom teacher and then conveyed to the SENDCo / LA (Local Authority) as appropriate. Annual reviews will action statutory changes.

We will aim to:

- Ensure that all pupils/students at the school receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils/students and families in decisions regarding education and the meeting of the pupils/students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of pupils/students with SEND.
- Ensure that the obligations of the school are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multi-disciplinary team, such as therapists and medical professionals and agencies, to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils/students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND

We are a school for children and young people with complex needs. We specialise in giving everyone a pathway to achieve ambitious goals and live life to the full.

We have an in house therapy team, providing OT (Occupational Therapy), SaLT (Speech & Language Therapy) and pastoral interventions as specified in pupil/students' EHCPs, in addition to need observed by staff.

Our ethos is shaped by our six core values: I am me, I matter, I am unique, I belong, I am safe and I am prepared. We aspire to these values through our individual and collective behaviour.

I am me : We provide a needs-led curriculum that focuses on the individual's qualities, interests and developmental needs and enhances and supports confidence in academic subjects.

I matter : We are a pupil-centred school, listening to and valuing the views of pupils, students, staff and families and enable them to participate in decision making.

I am unique : We accept, celebrate and understand our unique identities and support individuals to flourish.

I belong : We are a team that respect and value each other and what we can achieve in partnership with families, communities and professionals.

I am safe : We protect pupils and students through a culture of trust in which everyone is supported to be responsible, make safe choices and take safe risks.

I am prepared : Everything we do is to inspire, empower and secure positive outcomes for all pupils and students so that they can take the next steps into the wider world equipped to achieve their potential and live life to the full.

Our staff, pupils and students and stakeholders will be engaged through a positive culture of commitment, respecting every child's unique journey.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils/students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and Articles of Association.

DEFINITIONS

A pupil/student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

St Dominic's School is a special school. Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every pupil/student is supported to achieve their maximum potential. Responsibility for oversight of SEND within St Dominic's School sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

The SENDCO is Nina Clarke, email address nclarke@stdominicsschool.org.uk

They will:

- Work with the Principal and Senior Leadership Team to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils/students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils/students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils/students with SEND up to date.
- Liaise with ALPs (Alternative Learning Provisions) for pupils/students not accessing school lessons/interventions.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the SENDCO and Senior Leadership Team to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for ensuring that pupils/students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SEN Team to review each pupil/student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The kinds of SEN that are provided for

Our school is a special school for children/young people with a diagnosis of Autism, which provides for a range of associated needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia

- Difficulties frequently comorbid with a diagnosis of Autism, such as ADHD and sensory processing difficulties

Consulting and involving pupils/students and parents/carers

All consultations come through Surrey LA, who send the relevant documentation to all of the schools they feel could meet the needs of the child/young person. Once our admissions team receive the referral via the email address on the website, the documents are reviewed by the Admissions Manager/SENDCO/Head of Integrated Services/Heads of School. When considering a potential placement, the team look closely at the needs of the pupil/student. This will take into account that the student:

- Is within the age range for the school .
- Has a profile of need for which our school would be an appropriate setting.
- Will benefit from working in small groups and individually to make progress towards their EHCP outcomes.
- Will benefit from attending an SEN setting which operates as a school, with associated expectations and demands of a school/classroom environment.

Pupils/students are then invited in for a three day assessment, where they will be observed in the school environment and seen by our therapy team to determine whether they feel our provision could meet their need and advise which fee banding they feel the pupil/student should be enrolled on.

If it is felt that more information is needed, the Admissions Manager will go back to Surrey LA and request clarification. If it is felt that St Dominic's School is able to meet the needs of the young person, an offer is made in writing to the Local Authority who will make a decision based on the feedback received from each of the schools they have consulted.

If St Dominic's School feel that they cannot meet the needs of the young person, they will respond to the Local Authority following the requirements outlined in the SEND Code of Practice 2015.

Once St Dominic's School is named on your child's EHCP, a member of staff will contact you to schedule a meeting to complete the admissions paperwork. This will include medical information, permission to administer medication (if needed), permission to attend off site activities, eligibility for free school meals etc. We will also discuss your child's start date and class groups.

Assessing and reviewing pupils/students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will continually analyse progress, drawing on:

- The teacher's assessment and experience of the pupil/student.
- Their previous progress and attainment or behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.

- The views and experience of parents.
- The pupil/student's own views.
- Advice from external support services, if relevant.

St Dominic's have developed 'Savi' - a progress recording and tracking system which is unique to our setting. Savi encompasses all elements of our pupil/students' profiles and is able to produce valuable holistic and targeted data on progress on National Curriculum subjects in addition to skills focused on within our Needs Led Curriculum including functional independence, social communication and emotional resilience (see 'Adaptations to Curriculum' below for more information).

Yearly annual reviews are held, during which progress towards outcomes on a pupil/student's EHCP are reviewed by relevant staff, and updates/suggestions to outcomes/provision are submitted to the LA.

End of term reports are shared with families.

All teachers and support staff who work with the pupil/student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil/student's progress.

Supporting pupils/students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parents/carers and pupils/students which information will be shared as part of this.

- The topic of 'change' is addressed within PSHCE (Personal, Social, Health and Citizenship Education) and Needs led Curriculum sessions to reduce pupil anxiety and highlight things that will change and things that will remain the same on transition.
- Pupils transitioning between Key Stages have opportunities to visit the relevant part of the school, see the facilities, meet staff etc.
- If appropriate, such as when starting GCSE courses or moving to Sixth Form, 'Question and Answer' sessions are held with small groups of pupils sharing their experiences.
- 'Moving up Days' are held in the Summer Term where all pupils spend the day in their class groups for the following academic year.
- Pupils from other schools who will be joining the school the next academic year are also invited to attend these and if they are available new staff are also invited to attend.
- Links are made with local colleges to support pupils/students transitioning to a new setting and where possible additional visits and taster days organised to support this process.
- Students in the Sixth Form work towards a qualification in 'Independence and Employability'

- In addition to the School's Work Experience Programme, students in Year 14 work alongside Surrey Choices to prepare them for the world of work.

Our approach to teaching pupils/students with SEND

We will aim to:

- Ensure that all pupils/students at St Dominic's receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activities are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Provide in house training by therapists and other specialist staff to ensure that pupils/students' needs are fully understood and tasks are adapted or equipment is used as necessary.
- Involve pupils/students and families in decisions regarding education and the meeting of their needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils/students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils/students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway, and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multi-disciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Teachers are responsible and accountable for the progress and development of all the pupils/students in their class.

High-quality teaching is our first step in responding to pupils/students who have SEND. This will be differentiated for individual pupils/students.

We also provide the following interventions:

- Speech and Language Therapy
- Occupational Therapy
- Counselling
- ELSA
- Therapeutic Play
- Literacy Interventions
- Numeracy Interventions
- Forest School
- Girls' Club

Adaptations to the curriculum and learning environment

In line with our School Accessibility Plan, we make the following adaptations to ensure all pupils/students' needs are met:

- Differentiating our curriculum to ensure all pupils/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Providing a low arousal environment as recommended by the National Autistic Society and evidenced in our Advanced Autism Accreditation award
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

At St Dominic's we teach the National Curriculum alongside a Needs Led Curriculum which equips pupils and students with the skills and knowledge they need to be successful in their lives:

- Skills for communication
- Skills for independence
- Skills for learning
- Skills for self-development
- Skills for enrichment

The Needs Led Curriculum forms a secure foundation for all other learning. The skills taught enable pupils and students to access the breadth of the National Curriculum, adapted to suit their individual needs and to help meet the outcomes of their Education, Health and Care Plan. The school is divided into three learning phases:

- The Lower School (Years 3 – 8)
- The Upper School (Years 9-11)
- Sixth Form (Years 12-14)

In each phase, pupils and students are able to follow pathways that ensure they receive a tailored curriculum that meets their individual needs and aspirations. These are:

- Explore (years 3-5)
- Endeavour (years 6 – 11)
- Discover (years 6 – 11)
- Innovate (additional pathway for years 10-11)

All pathways build towards a broad range of qualifications, which may include GCSEs, BTEC, Laser, Functional Skills and A Levels.

Pupils at St Dominic's begin their learning journey on our Explore pathway which supports younger pupils to explore learning flexibly in all areas. This includes core subjects such as English, maths, science, computing, PSHE and PE and a range of foundation subjects such as art, cooking and humanities. Pupils also receive therapy-led needs led lessons for independence and communication skills setting a broad and balanced basis for all other learning.

From year 6, pupils will follow one of two curriculum pathways: Endeavour and Discover. Pupils continue to receive both the National Curriculum and our Needs Led Curriculum in each pathway but with a tailored weighting to best meet individual needs.

- Our Endeavour pathway places a greater emphasis on the National Curriculum to support **academic outcomes** in preparation for further education. When they reach year 10, pupils work towards and typically achieve a broad range of GCSE and some BTEC qualifications by Year 11.
- Our Discover pathway places a greater emphasis on the Needs Led Curriculum to support **independence outcomes** for pupils in years 6-11 alongside the National Curriculum, supporting them to achieve greater skills for independence, communication, learning, self-development and enrichment. When they reach year 9, Pupils typically work towards and achieve a range of portfolio-based qualifications and, in some cases, GCSE and BTEC qualifications.
- From year 10, pupils are able to access a third pathway, Innovate, which places greater emphasis on creative and vocational qualifications to support **training and employment outcomes**. From year 10, pupils typically achieve a broad range of qualifications including functional skills, BTEC, Laser and some GCSEs.

Placement on a particular pathway is not fixed, meaning pupils and students may change pathway as they move through the school based on their progress in discussion with families.

Additional support for learning

Each class has one allocated TA who will, when necessary, support pupils/students on a 1:1 basis as well as in small groups.

We have a Literacy Team and a Numeracy Team, who undertake yearly assessments as well as provide Wave 2 and 3 interventions.

St Dominic's School has an Engagement Team, who work to support pupils/students engage successfully with their education and learning environment, as well as provide behavioral support when necessary.

Expertise and training of staff

St Dominic's School operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training. Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff.
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas eg Team Teach, Positive Behaviour Support, First Aid for Mental Health.

- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting pupils/students with SEND.
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

At St Dominic's School, in house staff training is delivered every Monday afternoon and covers topics such as relevant software, information on Autism, teaching techniques and approaches to managing behaviour.

We utilise our specialist staff for training on inset days, who provide targeted training in the areas of OT, SaLT, Numeracy, Literacy, Counselling and Behaviour Management. We also commission external speakers to run sessions on specific topics, such as trauma and self-harm, as well as speakers with an operational focus, such as effective communication and staff wellbeing.

We have one member of staff who has trained as a trainer to deliver Mental Health First Aid training.

We have three staff who are trained as Safety Intervention trainers, who run in-house training.

All staff have an identified CPD pathway and training specific targets are set as part of the performance management process with all staff members.

Securing equipment and facilities

The school takes account of the needs of pupils/students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings as part of our Estates Strategy. While the sloping nature of the site and existing buildings create some issues around access (the main building was originally a country house and is believed to have been constructed in the early years of the 20th Century, with other buildings believed to date from around 1960), the school has made many improvements to better support accessibility, including:

- Over 50% of classrooms have now been renovated to ensure classrooms support pupil regulation; this includes daylight emulating lighting, calm consistent colour palette throughout, touchscreen height-adjustable smartboards, single workstations for pupils.
- Fencing to secure the full perimeter of the school site.
- Signage across the school site using colour to demarcate areas of the school.
- Visitors' car park: disabled parking bay designated and marked.
- Ramp constructed to chapel entrance; railing on ramp to chapel entrance.
- DDA (Disability Discrimination Act Audit) completed by independent company.
- External step edgings painted.
- Portable ramp purchased for use around the site.
- Disabled toilet in all new builds and refurbished buildings.

The school strives to make communication available in a variety of formats, including signposting to local services for providing information in alternative formats when required or requested.

The school carries out an annual access audit to improve the physical environment of the school.

Evaluating the effectiveness of SEND provision

St Dominic's School is a special school, therefore all pupils/students will have an EHCP or Statement (historic).

We evaluate the effectiveness of provision for pupils/students with SEND by:

- Reviewing individual targets and progress towards these on Savi on a half termly basis. Progress towards wider educational outcomes is reviewed twice annually.
- Weekly monitoring of behaviour data with a view to identify trends and individual pupils/students who may need additional support.
- Ongoing monitoring of safeguarding data with a view to identify trends and individual pupils/students who may need additional support.
- Reviewing the impact of interventions half termly.
- Using pupil/student questionnaires.
- Monitoring by the SEND Team.
- Using provision maps to measure progress.
- Holding annual reviews for pupils/students with EHC plans.

Removing barriers to participation

All of our extra-curricular activities and school visits are available to all our pupils/students.

All pupils/students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off site trips

No pupil/student is ever excluded from taking part in these activities because of their SEND or disability.

St Dominic's School is fully committed to the ideal of maximising the potential of our pupils/students by meeting their individual needs. We adhere to the following principles:

- Pupils/students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the pupil/student's individual needs and underpinned by specialist approaches and strategies to address those needs.

- Pupils/students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website: <https://stdominicsschool.org.uk/wp-content/uploads/2022/05/SDS-School-Accessibility-Plan-21-22.pdf>
- Pupils/students within the school are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Pupils/students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils/students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils/students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with pupils/students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for pupils/students to improve their emotional and social development in the following ways:

- Topics to support pupils/students' emotional and social development form a key part of our Needs led Curriculum.
- Pupils/students are encouraged to be part of groups, such as Student Voice and Equality Champions.
- Pupils/students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via Toot Toot.
- Pupils/students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Pupils/students have access to interventions delivered by external providers, such as the PAT (Pets as Therapy) dog as well as in- house targeted therapeutic interventions such as counselling, ELSA (Emotional Literacy Support), walk and talk sessions and Play Therapy.
- If necessary, referrals are made to CAMHS (Children and Young People's Mental Health Services) to request more intensive support.

For further information, please refer to our Student Mental Wealth, Health and Wellbeing Policy on our website: <https://stdominicsschool.org.uk/wp-content/uploads/2022/07/Student-Mental-Wealth-Health-and-Wellbeing-Policy-1.1.pdf>

We have a zero tolerance approach to bullying.

Working with other agencies

St Dominic's prides itself on its commitment to working with external agencies from the start of pupil/students' time with us. The Admissions Team liaise effectively with members of the Local Authority Placement Teams and the SEND Team liaise with members of the LA with regards to annual reviews and placement and funding queries.

The SEND Team also liaise with external agencies in the circumstances where ALP is required.

Social care bodies and social workers are contacted by members of our Safeguarding Team and the SEND Team, and TAF (Team around the Family) and CIN (Child in Need) meetings are attended by relevant staff.

Our School Nurse and Health Care Assistant have regular contact with relevant medical professionals such as Consultant Pediatricians and CAMHS.

Complaints about SEND provision

St Dominic's School is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy, which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of pupils/students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents/carers of pupils/students with SEND

St Dominic's staff are vigilant of the needs of the pupil/students and families and signpost to helpful services and sources of information when needed. This may also be through specific teams such as the Safeguarding Team.

There is a page of 'Useful Websites' on the school website, which covers topics such as online safety, mental health support and services available to families.

Families are also directed, through meetings and phone calls, to helpful resources such as the SEND Advice Surrey Website and IPSEA (Independent Provider of Special Education Advice).

Contact details for raising concerns

Pupils/students or families can contact any member of staff regarding a concern. We will all try to resolve any issues that may arise as quickly as possible. If the member of staff feels they need further support, they will pass it on to a senior colleague. If the pupil/student or family are dissatisfied with the way their concern has been managed, they should contact Vicky Perry, Principal.

If a pupil/student or family has a concern that they would prefer to have dealt with externally, they can correspond directly with the Chair of the Governing Body, Mr Julian Short, who can be contacted through the school.

Anyone wishing to make a complaint should follow the school's Complaints Policy & Procedure, which can be found on the policies page of the school's website.

The local authority local offer

Our contribution to the local offer is: Community School. St Dominic's is a day school for boys and girls (7 to 19 years) typically with a primary diagnosis of Speech Language & Communication Needs and/or Autistic Spectrum Condition. We are proud to be accredited by the National Autistic Society.

Our local authority's local offer is published here: <https://www.surreylocaloffer.org.uk/>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy