Special Educational Needs and Disabilities (SEND)

2026-2027

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Legislative Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- The SEND Regulations 2014 (amended 2024)

This policy should be read alongside the school's:

- SEND Information Report and local offer.
- Inclusion Strategy (available from 31st December 2026.)
- Accessibility Plan
- Child Protection Policy
- Pupil Behaviour Policy
- Attendance Policy
- EQT Complains Procedure

Our Vision

Brookside Primary is an inclusive school where everyone is made to feel welcome. Brookside Primary encourages children to be actively involved in their own learning, integrating what they have been taught with their own experiences. We believe inclusion involves valuing all pupils equally by removing barriers to learning.

Our vision is that every child, regardless of need, disability, background or circumstance, experiences:

- High-quality teaching that enables success.
- Genuine belonging within the school community.
- High aspirations and ambitious outcomes.
- Participation in all aspects of school life.
- Positive relationships with peers and adults.
- Preparation for a fulfilling future.

We celebrate diversity and recognise that differences enrich our school community. We work in partnership with pupils, families, staff and external agencies to remove or reduce barriers to learning and participation so that every child can flourish.

As part of Equals Trust, we are committed to developing an inclusive culture where children with SEND are seen first and foremost as children, with strengths, talents, interests and aspirations that are nurtured and celebrated.

Inclusion for All

Inclusion extends beyond pupils identified as having SEND. We recognise that barriers to learning and participation may also be experienced by pupils who are disadvantaged, have English as an Additional Language (EAL), medical needs, attendance challenges, caring responsibilities or other vulnerabilities. We are committed to removing barriers and ensuring all pupils can participate, achieve and belong within our school community.

The school recognises the strong relationship between attendance, belonging and inclusion and works proactively to identify and remove barriers that may impact attendance for pupils with SEND.

Our Guiding Principles for Inclusion

Inclusion is everyone's responsibility.

Our practice is guided by the following principles:

Principle 1: All Learners are of equal value

All learners and potential learners are of equal value and benefit equally from school policies, practices and programmes, whatever their ability, ethnicity or national identity, religious background, gender or cultural identity.

Principle 2: Relevant differences are recognised

Treating people equally can mean treating them differently. Policies, practices and programmes do not discriminate, but may be differentiated to take account of differences of life experience, outlook and background, and in the kinds of barriers and disadvantage which people may face, in relation to:

- Disability – so that reasonable adjustments are made
- Ethnicity – so that different cultural backgrounds and experiences of prejudice are recognised
- Gender – so that different needs and experiences of girls and boys, and women and men, are recognised
- Religion, belief or faith background
- Sexual identity

Principle 3: We foster positive attitudes, relationships and a shared sense of belonging

Policies and programmes promote:

- Positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people

- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
- Mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

Principle 4: Staff recruitment, retention and development

Steps are taken to positively promote equality, especially where there is evidence of inequality and to ensure that policies and procedures benefit all employees and potential employees in recruitment, professional development and promotion:

- Whether or not they are disabled
- Whatever their ethnicity, culture, religious affiliation, national origin
- or national status
- or national status
- Whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

Principle 5: Reducing and removing inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts of policies and programmes, we take opportunities to maximise positive impacts by addressing, reducing and removing inequalities and barriers that already exist between:

- Disabled and non-disabled people
- People of different ethnic, cultural and religious backgrounds
- Girls and boys, women and men

Principle 6: Policy development involves widespread consultation and involvement

Where necessary and possible, people affected by a policy or programme are consulted and involved in the design of new policies, and in the review of existing ones. Such consultation is both direct and through representative organisations and is based on principles of transparency and accountability. It involves those who in the past have been excluded or disadvantaged, and who continue to face barriers:

- Disabled people as well as non-disabled people from a range of ethnic, cultural and religious backgrounds
- Both women and men, and girls and boys
- People who identify as lesbian, gay, bisexual or transgender

Principle 7: Society as a whole benefits

Policies and programmes benefit society as a whole, locally, nationally and internationally, by fostering greater cohesion and greater participation in public life for:

- Disabled people as well as non-disabled
- People of a wide range of ethnic, cultural and religious backgrounds
- Both women and men, girls and boys
- People who identify as lesbian, gay, bisexual or transgender

Principle 8: We base our practices on sound evidence

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

Principle 9: Objectives

We formulate and publish specific and measurable objectives, based on the evidence we have collected and published in relation to:

- Disability
- Ethnicity, religion and culture
- Gender

We recognise that the actions resulting from a policy statement such as this are what make a difference. We regularly review our equality objectives.

Our Aims and Objectives

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the SEND Code of Practice.

Brookside Primary School aims to:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from staff, Parents / Carers, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils in order to aid the identification of pupils with SEND.** Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential. Promote positive outcomes in learning, wellbeing, attendance, participation and preparation for future life.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with Parents / Carers to gain a better understanding of their child, and involve them in all stages of their child's education.** This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.** Some of these include Schools and Families Specialist Support Services, Educational Psychology Service, Speech and Language Therapy, Child and

Adolescent Mental Health Services, Family Network of SENCOs and Rushcliffe Primary SEMH Partnership. Continually evaluate and improve SEND and inclusive practice to ensure the best possible provision for all pupils.

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, offering the opportunity to voice their opinions of their own needs to members of staff, and carefully monitoring the progress of all pupils. Pupil participation is encouraged in school, for example, through school plays, residentials, sports teams, participation in the Pupil Parliament.

To achieve these aims, the school will provide high-quality adaptive teaching, implement the Graduated Approach, make reasonable adjustments where required, remove barriers to learning and participation, and work collaboratively with families and external agencies to secure the best possible outcomes for pupils. Through its curriculum and wider opportunities, the school will promote respect, understanding and appreciation of diversity, helping pupils to become confident, responsible and active members of society.

Definition of Special Educational Needs and Disabilities (SEND)

At Brookside Primary School, we follow the definition of Special Educational Needs and Disabilities (SEND) set out in the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0-25 Years (2015).

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which requires special educational provision to be made for them.

We are committed to ensuring that identification, assessment and provision are driven by a thorough understanding of a child's needs rather than labels, diagnoses or categories alone.

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These areas help schools identify needs and plan appropriate provision, although many children will have needs that span more than one area.

At Brookside Primary School, we recognise that every child is unique. While the four broad areas of need provide an important framework, in line with the direction of national SEND reform we also adopt a strengths-based approach that seeks to understand each child's individual strengths, interests, aspirations and developmental needs. This enables us to provide support that is responsive, personalised and focused on the outcomes that matter most to children and their families.

Identification of SEND

At Brookside Primary School, concerns about a pupil's learning, development, wellbeing or participation may be raised by a range of individuals, including class teachers, parents and carers, support staff, external professionals or the pupil themselves. We recognise the importance of identifying needs early and responding promptly to any concerns that may indicate a barrier to learning or participation.

Where concerns are raised, the SENDCo will collaborate with staff, parents/carers and the pupil to gather information and develop a fuller understanding of the child's strengths and needs. This may include observations, discussions with school staff and families, analysis of attainment, progress, attendance and behaviour information and the use of additional assessments, where appropriate.

Where further investigation is required, a pupil may be identified for SEND monitoring. During this period, the Assess-Plan-Do-Review (APDR) cycle will be implemented to identify and trial appropriate support strategies, adaptations or interventions. This provides an opportunity to evaluate the impact of support and determine whether needs can be effectively met through high-quality adaptive teaching and targeted provision.

The effectiveness of support will be reviewed after an agreed period, usually one or two school terms. Where evidence demonstrates that a pupil continues to experience significant difficulties despite appropriate support and provision, the school may determine that the pupil meets the criteria for Special Educational Needs (SEN) and add them to the SEND Register. Where concerns have reduced and the pupil is making expected progress, the school may decide that SEND Monitoring is no longer required, although progress will continue to be monitored through normal school assessment and pastoral processes.

Leadership and Governance

We recognise that creating an inclusive school is a shared responsibility. Effective leadership at all levels is essential in ensuring that every pupil, including those with SEND, experiences a high-quality education, feels a sense of belonging and achieves positive outcomes.

The Governing Body, Headteacher, Special Educational Needs Co-ordinator (SENDCo) and all members of staff work collaboratively to promote a culture where inclusion is embedded within the school's values, policies and daily practice.

The Role of the Governing Body

The Governing Body is responsible for ensuring that the school fulfils its statutory duties in relation to SEND and equality legislation.

The Governing Body will:

- Determine the school's general policy
- Appoint the 'person responsible' for Special Needs (SENCO)
- Have regard to the Code of Practice in all decisions
- Establish the appropriate staffing and funding arrangements and maintain an overview of the school's work

- Work with the governing bodies of other schools in the area where necessary to co-ordinate special educational provision
- Ensure that necessary provision is made for any pupil who has special educational needs and that all pupils are fully included

The Role of the Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND and inclusion and works closely with the SENDCo, governors and staff to ensure high-quality inclusive practice across the school.

The Role of the SENDCo

The SENDCo provides strategic leadership and operational oversight of SEND provision, including coordinating support, advising staff, working with families and professionals, monitoring outcomes and ensuring statutory responsibilities are met.

The Role of Teachers

Teachers are responsible and accountable for the progress, attainment and inclusion of all pupils in their class.

Teachers will:

- Deliver high-quality adaptive teaching.
- Identify and respond to emerging needs.
- Contribute to the Assess-Plan-Do-Review process.
- Collaborate with pupils, families, support staff and the SENDCo.

The Role of Support Staff

Support staff work in partnership with teachers to:

- Facilitate access to learning and participation.
- Promote independence and confidence.
- Support the monitoring and review of pupil progress.

Support staff supplement but do not replace the teacher's responsibility for pupils with SEND.

The Role of All Staff

All staff are expected to contribute to an inclusive culture, maintain high aspirations for all pupils and actively remove barriers to learning and participation.

Inclusion as a Leadership Priority

SEND and inclusion are integral to school improvement and are not viewed as separate from the school's wider priorities. The effectiveness of SEND provision is regularly reviewed through

quality assurance activities, stakeholder feedback and pupil outcomes to ensure continual improvement.

The Role of Equals Trust

As a member of Equals Trust, Brookside Primary School benefits from a shared commitment to inclusion and improved outcomes for all pupils.

The Trust supports schools through leadership, quality assurance, professional development, collaboration and access to specialist expertise. This includes support from the Trust Inclusion Team, including Speech and Language Therapy (SALT) and Occupational Therapy (OT) specialists, who collaborate with school staff to strengthen inclusive practice and improve outcomes for pupils with SEND.

Ordinarily Available Provision

We believe that effective inclusion begins with high-quality teaching and an inclusive learning environment. Many pupils will require adjustments, adaptations or additional support at different points in their education, and these should form part of our everyday practice rather than being viewed as exceptional arrangements.

Ordinarily Available Provision (OAP) refers to the range of inclusive strategies, approaches, adjustments and resources that are expected to be available for all pupils within mainstream classrooms and across school life.

Ordinarily Available Provision reflects the school's commitment to removing barriers to learning, participation and belonging and forms the foundation of support for all learners, including many pupils with SEND.

Provision will be responsive to individual needs and may include adaptations relating to learning, communication, physical access, emotional wellbeing, sensory needs and participation in wider school life.

Examples may include, but are not limited to:

- Adaptive teaching and curriculum adjustments.
- Visual supports and communication aids.
- Structured routines and clear expectations.
- Scaffolding, modelling and pre-teaching.
- Alternative methods of recording and demonstrating learning.
- Environmental adaptations and reasonable adjustments.
- Strategies to support emotional wellbeing and self-regulation.
- Sensory supports where appropriate.
- Opportunities to promote participation, independence and belonging.

The Graduated Approach

At Brookside Primary School, we follow the graduated approach outlined within the SEND Code of Practice (2015).

The graduated approach is a cyclical process through which staff identify needs, implement support, evaluate impact and refine provision. It provides a structured framework for ensuring that support is tailored to individual pupils and remains responsive to their changing needs over time.

The school recognises that high-quality teaching remains the first response to meeting pupils' needs. Where a pupil continues to experience difficulties despite appropriate Ordinarily Available Provision, additional support may be considered through the graduated approach.



Universal, Targeted and Specialist Support

At Brookside Primary School, we recognise that children learn and develop in different ways and that levels of support may vary over time according to individual strengths, needs and circumstances.

To ensure that all pupils can access learning, participate fully in school life and achieve positive outcomes, support is delivered through a continuum of provision consisting of universal, targeted and specialist support.

The purpose of this graduated continuum is to ensure that support is proportionate, responsive and focused on enabling pupils to develop independence, confidence and success within an inclusive educational environment.

Universal Support

Universal support refers to the provision that is available to all pupils as part of the school's inclusive practice and Ordinarily Available Provision.

This includes:

- High-quality adaptive teaching.
- Inclusive classroom environments.
- Clear routines and expectations.
- Evidence-informed teaching approaches.
- Well-sequenced curriculum design.
- Opportunities for participation and belonging.
- Universal wellbeing support.
- Reasonable adjustments where appropriate.
- Access to high-quality pastoral support.

Universal provision forms the foundation of support for all pupils and is designed to meet the needs of most learners. The school recognises that behaviour and attendance may sometimes be linked to unmet needs and will adopt a supportive and inclusive approach when considering barriers to engagement.

Targeted Support

Where a pupil requires support beyond that ordinarily available within the classroom, targeted support may be implemented through the Graduated Approach.

Targeted support may include:

- Short-term interventions linked to identified outcomes.
- Additional teaching or practice opportunities.
- Individual or small-group support.
- Enhanced communication support.
- Social and emotional support programmes.
- Support to develop independence and self-regulation.
- Targeted adaptations informed by assessment and observation.
- Advice from specialist professionals implemented by school staff.

Targeted support is regularly monitored and reviewed to evaluate its effectiveness and impact on pupil outcomes.

Specialist Support

Some pupils may require more specialised provision due to the complexity, frequency or intensity of their needs.

Specialist support may involve:

- Advice and recommendations from external professionals.
- Input from specialist practitioners and multi-agency working.
- Individualised bespoke programmes of support.
- Specialist equipment or resources.
- Significant environmental adaptations.
- Provision specified within an Education, Health and Care Plan (EHCP), where applicable.

Specialist support is delivered through partnership working between school staff, families and external services to ensure provision remains coherent and outcome focused.

Adaptive Teaching

At Brookside Primary School, we believe that high-quality adaptive teaching is a key element of inclusive practice.

Adaptive teaching involves making responsive adjustments to teaching whilst maintaining high expectations and ambitious learning goals for all pupils.

Many pupils with SEND will have their needs successfully met through effective adaptive teaching alongside Ordinarily Available Provision.

Adaptive teaching may include:

- Use of visual supports and modelling.
- Pre-teaching and explicit vocabulary instruction.
- Breaking learning into manageable steps.
- Use of practical and multi-sensory approaches.
- Adjustments to communication and presentation.
- Alternative methods of recording and demonstrating learning.
- Strategic adult support and scaffolding.
- Environmental adaptations where appropriate.

Teachers remain responsible for the progress and wellbeing of all pupils in their class and are expected to promote independence, confidence and successful participation in learning.

Pupil Voice and Co-Production

We recognise that pupils are experts in their own experiences and value their views when planning, delivering and reviewing support. Pupil voice is gathered through discussions, reviews, SEND Support Plans, Annual Reviews, surveys and other person-centred approaches. Methods are adapted to reflect pupils' age, developmental stage and communication preferences

Working with Parents and Carers

We recognise that parents and carers know their children best and play a vital role in supporting their learning, development and wellbeing.

We are committed to building positive, respectful partnerships with families and ensuring they are actively involved in decisions relating to their child's education and support.

Partnership working may include:

- Meetings with class teachers and the SENDCo.
- Individual SEND Support Plan reviews.
- Annual Reviews for pupils with EHCPs.
- Telephone, email and face-to-face communication.
- Joint planning and review of support and outcomes.

Parents and carers are encouraged to contribute to the assessment, planning and review of provision through sharing their views, aspirations, concerns and knowledge of their child.

Where appropriate, the school will signpost families to relevant services, sources of advice and additional support.

Education, Health and Care Plans (EHCPs)

Brookside Primary School follows the procedures and guidance established by Nottinghamshire County Council in relation to Education, Health and Care Needs Assessments and Education, Health and Care Plans (EHCPs).

Most pupils with SEND will have their needs effectively met through high-quality teaching, Ordinarily Available Provision, the Graduated Approach and support from relevant professionals. An EHCP is not required for pupils to receive additional support in school or for the school to seek advice from relevant external professionals and services, where appropriate.

Where a child's needs are significant, complex and long-term, and evidence demonstrates that provision beyond that ordinarily available within mainstream school resources may be required, the school may work with parents, carers and professionals to consider whether a request for an Education, Health and Care Needs Assessment is appropriate.

Where pupils have an EHCP, the school will:

- Deliver the provision specified within the plan.

- Monitor progress towards agreed outcomes.
- Work collaboratively with families and professionals.
- Conduct Annual Reviews in accordance with statutory requirements.
- Ensure that the views of the child and their family are central to planning and review processes.

The school is committed to a needs-led approach in which support is determined by a child's strengths, needs and desired outcomes, rather than by the presence or absence of an EHCP.

Monitoring, Evaluation and Impact

The effectiveness of SEND provision is monitored and evaluated regularly to ensure that it has a positive impact on pupil outcomes, participation, wellbeing and inclusion.

The SENDCo leads a programme of monitoring in collaboration with school leaders and staff. This may include lesson visits, pupil voice activities, parent feedback, reviews of SEND Support Plans, analysis of attendance, behaviour and attainment data, evaluation of interventions and Annual Reviews for pupils with EHCPs.

Assessing Impact and Outcomes

The school recognises that pupils with SEND often make progress from different starting points and in different ways. Assessment information may include National Curriculum measures, teacher assessment, SEND Support Plan outcomes, attendance, behaviour, engagement and wellbeing information.

Where appropriate, the school may also use specialist assessment tools such as:

- B Squared Progression Steps
- B Squared Early Steps
- B Squared Autism Progression Framework
- The Boxall Profile
- The Engagement Model

These approaches help staff identify small-step progress and evaluate the effectiveness of provision for pupils whose progress may not be fully reflected through age-related expectations alone.

When evaluating impact, the school considers progress from individual starting points, achievement of agreed outcomes, attendance, engagement, independence, wellbeing and feedback from pupils and families.

Monitoring findings are used to inform school improvement planning, professional development priorities and the ongoing development of inclusive practice across the school and wider Equals Trust.

Professional Development

We recognise that developing staff knowledge, skills and confidence is essential to delivering high-quality inclusive practice and improving outcomes for pupils with SEND.

Professional development is planned in response to pupil need, school and Trust priorities, evidence-informed practice and current national guidance. The impact of training is evaluated through quality assurance activities, staff feedback and pupil outcomes.

Accessibility, Equality and Equity

We are committed to creating an inclusive environment where all pupils can access learning, participate fully in school life and achieve positive outcomes.

We recognise that accessibility, equality and equity are fundamental to ensuring that every child feels valued, respected and able to belong within our school community.

Accessibility

The school is committed to removing barriers to participation and ensuring that pupils with disabilities and additional needs can access all aspects of school life wherever reasonably possible.

This includes consideration of:

- Physical access to the school environment.
- Access to the curriculum and learning opportunities.
- Access to information and communication.
- Access to enrichment activities, educational visits and wider school experiences.
- Reasonable adjustments to support participation and inclusion.

Further information regarding the school's arrangements for improving accessibility can be found in the school's Accessibility Plan, which is available on the school website.

Equality

The school is committed to promoting equality of opportunity and eliminating discrimination in accordance with the Equality Act 2010 and the school's Equality Policy.

Equity

While equality ensures that all pupils are treated fairly, equity recognises that some pupils may require different levels of support, adjustment or provision to access the same opportunities as their peers.

At Brookside Primary School, we are committed to an equitable approach that recognises individual strengths, needs and circumstances. This means that support and resources may be

adapted or allocated differently to remove barriers and enable all pupils to participate, achieve and thrive.

Through our commitment to accessibility, equality and equity, we aim to create a school community where every child experiences belonging, participation, achievement and the opportunity to fulfil their potential.

Transition Arrangements

We recognise that effective transition arrangements are essential in supporting pupils' wellbeing, confidence and successful engagement with learning. Transition is viewed as an ongoing process and is carefully planned to ensure that pupils, particularly those with SEND, feel prepared and supported during periods of change.

Transition into School

The school works closely with parents, carers and early years providers to support a successful start to school. This may include information sharing, transition visits, meetings with families and additional transition opportunities where appropriate.

Internal Transitions

When pupils move between classes and year groups, staff share relevant information to ensure continuity of support. Additional opportunities to become familiar with new adults, routines and learning environments are provided where needed.

Transition to Secondary School

The school works closely with receiving secondary schools to ensure effective transition arrangements for all pupils, including those with SEND. This may include information sharing, transition meetings and additional visits where appropriate.

Transition arrangements are tailored to individual needs to promote continuity, reduce anxiety and support pupils in moving successfully to the next stage of their education.

Positive Handling and Restrictive Physical Intervention

Brookside Primary School is committed to supporting pupils in ways that promote dignity, safety and wellbeing. We seek to understand the individual needs and behaviours of pupils and use proactive support, appropriate adaptations and de-escalation strategies to reduce the need for restrictive physical intervention.

Restrictive physical intervention will only be used when necessary and proportionate, and in accordance with current legislation, statutory guidance and the Equals Trust Positive Handling Policy. Where a pupil is known to present behaviours that may create significant risk, individualised planning, including appropriate risk assessment and behaviour support planning, will be used to support the pupil and reduce risk.

Further information regarding the use, recording, reporting and review of restrictive physical interventions can be found in the school's Positive Handling Policy.

Safeguarding and SEND

Brookside Primary School is committed to safeguarding and promoting the welfare of all children.

We recognise that some children with SEND may be at increased risk of harm, abuse, neglect, exploitation or bullying and may face additional barriers to recognising, reporting or communicating concerns.

Staff are trained to understand the vulnerabilities that some pupils with SEND may experience and to ensure that safeguarding procedures are applied appropriately and effectively. The school is committed to creating a safe, inclusive and supportive environment where all pupils feel valued, listened to and protected.

Any safeguarding concerns relating to pupils with SEND will be managed in accordance with the school's safeguarding procedures.

Further information can be found in the school's Child Protection Policy, which is available on the school website.

Complaints

Brookside Primary School is committed to working positively and collaboratively with pupils, parents, carers and professionals to resolve concerns at the earliest opportunity.

Parents and carers who have concerns relating to SEND provision are encouraged to discuss these initially with their child's class teacher and SENDCo.

If concerns cannot be resolved informally, parents and carers should refer to the school's Complaints Policy, which outlines the formal procedures for raising and resolving complaints. The EQT Complaints Procedure Policy is available on the school website.

