

Gladesmore Community School



SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

[C6]

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SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY [C6]

SECTION 1: SUMMARY

SENDCO:	Emma Davies
SEND Advocates on SLT	Assistant Headteacher: Sonia Bardouille
SEND Governor:	Elaine Brown
Designated Safeguarding Lead	Tachaan Marshall
Safeguarding Team	Tachaan Marshall, Mellony Cope, Amani Moaka
Medical Needs:	Nicole Constantinou, Beulah Dyer (School Nurse)
Head of Foundation Learning	Cathy Cameron
Head of Behaviour Support	James Wilks
Pupil Premium Grant Looked After Children funding	Tachaan Marshall

Our Vision:

To provide an outstanding all-round education where our pupils are part of a community that makes: impressive progress in a positive, friendly and family atmosphere.

In order to achieve our School Vision, we have 5 School Goals that set out the focus for our work.

Gladesmore's SEND policy is in keeping with the school's vision and ethos. Every teacher is a teacher of every child or young person, including those with SEND.

The development of the SEND policy:

This policy has been written in accordance with the SEND Code of Practice 0–25 (2014) and reflects the statutory requirements set out in the Special Educational Needs (Information) Regulations (Clause 65). It should be read alongside the following legislation and guidance:

- SEND Code of Practice 0–25 (September 2014)
- Children and Families Act 2014

- Equality Act 2010
- Education Act 2005
- Ofsted Education Inspection Framework (November 2025)
- Gladesmore [C6.1] SEND Information Report
- Gladesmore [HS6.2] Medical Health Care Policy
- Gladesmore [EQ3] Accessibility Policy and [S8.1] Accessibility Action Plan
- Gladesmore [OP8] Data Protection Policy

The context of the school:

Gladesmore Community School is a mixed 11–16 comprehensive school located in South Tottenham, Haringey, serving one of the most diverse communities in London. The school's ethnic diversity is in the 98th percentile nationally, with 93% of pupils from an ethnic minority background. The largest groups are of African or Caribbean heritage (45%) and Kurdish or Turkish heritage (20%).

GLADESMORE GOALS	
Goal 1	Review, develop and resource a curriculum which offers excellent Quality of Education to all pupils.
Goal 2	Further all-round personal development and wellbeing of pupils
Goal 3	Further improve behaviour and attitudes of pupils
Goal 4	Prioritise effective safeguarding of pupils at all times
Goal 5	Improve effectiveness of leadership and management

Pupil attainment on entry is well below national expectations. About one third of the children have low levels of literacy. Conversations and other indicators demonstrate that a vast proportion of pupils have low self-esteem and low expectations of themselves. The number of pupils with AEN is well above the national average. The number of pupils with EHCPs for SEND is above average. EHCPs are generally for SEMH or specific learning issues.

SECTION 2: AIMS AND OBJECTIVES

AIMS OF SEND POLICY:

- Operate a whole-pupil, whole-school approach to the management and provision of support for special educational needs and disabilities
- Maximise opportunities for pupils with SEND to participate fully in all aspects of school life, whilst ensuring their individual needs are met
- Secure high levels of achievement for all pupils by narrowing the attainment gap between vulnerable learners and their peers
- Build confidence and self-belief in learners with SEND, helping them to recognise and value their own progress and achievements
- Raise aspirations and expectations for all pupils with SEND
- Achieve high levels of satisfaction and meaningful participation from pupils, parents, and carers

OBJECTIVES OF SEND POLICY:

- Identify and make provision for pupils who have special educational needs and additional needs
- Carefully map provision for all vulnerable learners to ensure that staffing, resource allocation, and choice of intervention are leading to positive learning outcomes
- Ensure all learners have access to a curriculum that supports and enables them to make progress
- Promote effective engagement with the local authority and external agencies where appropriate
- Ensure a high level of staff expertise to meet pupil needs through well-targeted and ongoing professional development
- Foster empathy and understanding amongst all staff and pupils towards those with individual needs

SECTION 3: IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At Gladesmore, we aim to identify and respond to the needs of the whole child. It is important to recognise that not all factors affecting a pupil's progress and attainment will constitute a special educational need. The following are examples of circumstances that may impact on a pupil's progress but which are not in themselves SEND:

- Disability
- Attendance and punctuality
- Health and welfare concerns
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child

Pupils will only be placed on the SEND register and offered additional SEND support where it is clear that their needs require intervention which is "additional to" or "different from" the universal curriculum offer available to all pupils — that is, where they have a special educational need as defined by the SEND Code of Practice 2014.

The Code of Practice identifies four broad areas of need. At Gladesmore, we consider the needs of the whole child and recognise that many pupils will have complex needs that span more than one category:

- Communication and interaction

- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It is the school's position that behaviour is not an acceptable descriptor for special educational need. We always seek to understand the underlying need that may be driving a pupil's behaviour, rather than focusing on the behaviour itself.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

At Gladesmore, our approach to SEND support is organised around the statutory Assess-Plan-Do-Review cycle, as set out in the SEND Code of Practice 2014. We recognise that most pupils' needs can be met through high quality, adapted teaching, and that additional support is introduced in a graduated and responsive way.

Stage 1:		Adapted, Quality First Teaching (this is not part of SEND Support but it part of our provision for all pupils)
Stage 2:	ASSESS	Identifying pupils with SEN
Stage 3:	PLAN & DO	Planning and implementing SEND Provision
Stage 4:	REVIEW	Reviewing SEND Provision
Stage 5:	ASSESS	Higher Levels of SEND Support

Stage 1: Well adapted, Quality First Teaching

High quality, inclusive teaching for all pupils is central to our school's ethos and is our first and most important response to any pupil who may have SEND. All class teachers are responsible for the progress and development of every pupil in their class, including those with SEND, regardless of whether additional support is also in place.

Quality First Teaching at Gladesmore includes:

- Setting suitable and appropriately challenging learning objectives for all pupils
- Responding to the diverse learning needs of every student in their class
- Identifying and addressing potential barriers to learning and assessment for individuals and groups of pupils
- Adapting resources and lesson plans to enable pupils with SEND to access the curriculum fully
- Liaising with parents to share progress updates and agree strategies to support their child
- Identifying pupils who may have SEND and completing the SEND Referral Form, including follow-up liaison with the SENDCo

Teachers receive training to develop their understanding of the SEND needs most frequently encountered at Gladesmore, and to improve their ability to identify and support vulnerable pupils. Where a pupil is not making

expected progress, it is the primary responsibility of the class teacher to provide adapted intervention to close the gap. The effectiveness of these interventions is monitored through a range of school systems, including regular progress conversations within faculty teams, reporting to parents, learning walks, work scrutiny, and data analysis.

Stage 2: Identifying pupils as SEND (Assess)

Some pupils with SEND will be identified on transfer from their primary or previous secondary school. Others will be identified through the school's ongoing monitoring procedures. Pupils will be offered additional SEND support where it is clear that their needs require intervention which is "additional to" or "different from" the adapted curriculum offer for all pupils.

The SENDCo, in collaboration with parents, pupils, and teachers, will review all available information about a pupil's progress, including national data and expectations. This will include supplementary assessments such as CATs scores, SALT assessments, STAR reading tests, and any information received from the pupil's previous school.

Transfer from Primary or Secondary School

The school will work closely with feeder primary and secondary schools to gather relevant information and documentation relating to the special educational needs of pupils transferring to Gladesmore. This information may include:

- Concerns raised by the pupil, parents, school staff, or external agencies
- Test scores and KS2 results in English and Maths
- SEND register records from the pupil's previous school
- Records of specific difficulties or impairments

Emergent Needs

Despite high quality teaching, some pupils may develop a special educational need during their time at Gladesmore. Emergent needs may be identified through:

- Concerns raised by the pupil, parents, school staff, or external agencies
- Referrals from class teachers following a range of strategies and interventions
- Whole-school monitoring procedures

Stage 3: Planning and implementing SEND Provision

Once a pupil has been identified as having SEND, their name will be added to the SEND register and the following provision will be put in place.

SIMS Information

The pupil's primary needs will be recorded on their profile in SIMS, ensuring that all staff teaching that pupil are aware of any specific educational or medical needs.

Pupil Information Sheet

The SENDCo will ensure that pupils identified with SEND have a Pupil Passport attached to their personal profile. The Pupil Passport will outline:

- A summary of the pupil's needs
- Difficulties the pupil may experience in their learning
- Strategies to help teachers support the pupil
- Recommended resources to support the pupil's learning

This ensures that every teacher has access to relevant, personalised information about the pupil and practical strategies to support them.

Provision Map

The SENDCo will maintain a School Provision Map to outline the support offered to each pupil with SEND and to identify any gaps in provision. Parents will be informed of any interventions and offered the opportunity to discuss them.

Interventions

Interventions are small group sessions designed for pupils with a particular area of need, such as social skills difficulties, anxiety, or organisational challenges. Sessions are intended either to accelerate learning or to provide support with social and emotional needs. Interventions are timetabled, typically run in six-week blocks, and are led by SEN teachers and Teaching Assistants. Examples include Weekly Debrief, Lego Therapy, and Forest School.

Specialist Support

Some pupils may require intervention from an external specialist or professional, such as a Speech and Language Therapist, Occupational Therapist or Educational Psychologist.

Keyworker support for pupils with EHCPs

Pupils with an EHCP are assigned a Keyworker, who will make contact with home every two weeks and meet with the student at least once a week. The Keyworker provides pastoral support for the pupil and acts as a point of contact for both teachers and parents.

Stage 4: Reviewing SEND Provision

Interventions are reviewed regularly to assess whether they are having a positive impact on pupil progress. Where appropriate, pupils are also supported to monitor and evaluate their own progress. If a pupil has an annual review, provision will be discussed and updated at that meeting.

At the start of each academic year, the SENDCo and key adults will review the records and/or EHCP for each pupil with SEND and identify which interventions will best support that pupil's progress. This information is shared with parents. The impact of interventions may be monitored by the SENDCo, external agencies, and/or a member of the senior leadership team, with data used to assess whether pupils are making sufficient progress.

Stage 5: Higher Levels of SEND Support

Where a pupil continues to make insufficient progress despite high quality provision, the SENDCo will refer the pupil to the Educational Psychologist and/or other relevant professionals for further assessment. The pupil may also be referred to external agencies for additional intervention. In such cases, the school will review the

overall educational provision in place and consider the suitability of mainstream education for that pupil. Parents will be involved in all significant decisions throughout this process. Where interventions are not having the desired impact, the pupil may be referred for Band C funding or a statutory assessment for an Education, Health and Care Plan (EHCP).

SECTION 5: MANAGING PUPILS' NEEDS ON THE SEND REGISTER

The progress of pupils on the SEND register is assessed and reviewed through a combination of universal school monitoring processes and SEND-specific review mechanisms.

Monitoring and Review Processes

Progress is monitored through:

- The school's universal tracking systems, including half-termly reports, parents' evenings, review days, internal assessments, faculty reviews, and intervention reviews
- Termly evaluation of the effectiveness of interventions, including pupil self-evaluation where appropriate
- Annual reviews of Education, Health and Care Plans, conducted in accordance with the SEND Code of Practice (2014)

Communication with Parents and Carers

Regular and meaningful communication with parents and carers is integral to the successful management of pupils' needs. The school offers a range of opportunities for parents to engage with and contribute to their child's provision, including:

- Parents' evenings and review days
- Annual reviews of EHCPs
- Letters, phone calls, and emails
- Informal discussions with the SENDCo, class teachers, or Keyworker
- Coffee mornings and consultation events with the AEN team

Criteria for Exiting the SEND Register

Provision is regularly reviewed as part of the graduated Assess-Plan-Do-Review cycle. Where a pupil has made sufficient and sustained progress, they may be removed from the SEND register by the SENDCo in consultation with parents and carers. All interventions are time-dated on SIMS to ensure accurate record keeping and accountability.

SECTION 6: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Provision is regularly reviewed as part of the graduated ASSESS-PLAN-DO-REVIEW cycle. Where appropriate, pupils are removed from the SEND register by the SENCO in consultation with parents/carers. All interventions have to be time dated on SIMS.

SECTION 7: SUPPORTING PUPILS AND FAMILIES

Gladesmore is committed to working in close partnership with pupils and their families. We recognise that parents and carers have a unique and invaluable knowledge of their child, and we aim to ensure that they are fully informed, actively involved, and meaningfully consulted at every stage of their child's SEND support.

Information and Resources for Families

A number of documents and resources are available to support parents and carers in understanding the provision available to their child. These include:

- The Haringey Local Offer (www.haringey.gov.uk/children-families/send)
- The Gladesmore [C6.1] SEND Information Report, available on the school website (www.gladesmore.com)
- The Gladesmore [HS6.2] Medical Health Care Policy, available from the school office
- Admissions arrangements, available on the Haringey Council website (www.haringey.gov.uk/schooladmissions) and the school website

Examinations and Access Arrangements

The majority of pupils with SEND will require some level of support during examinations to ensure equal access to assessments alongside their peers. Access arrangements are introduced and practised from Year 7 so that pupils are familiar and comfortable with any support they may need.

Pupils are formally assessed for access arrangements in Year 10 by the Head of Foundation Learning and the relevant specialist, at which point a formal application is submitted to the examination board. Access arrangements are personalised to each pupil's needs and may include:

- Additional time
- Rest breaks
- Use of a PC for typing
- A scribe
- Use of a reader
- A separate room or smaller examination venue

The AEN team liaises closely with the school's examinations team to ensure that all pupils receive the support to which they are entitled. Parents are informed of their child's access arrangements once these have been confirmed.

Transition Phase

Gladesmore places great importance on supporting pupils with SEND through each key transition point in their school career.

Year 6 to Year 7 Transition

All incoming Year 6 pupils are invited to an induction day, during which they are introduced to the school's REACH values and ethos, attend a variety of lessons, and take a tour of the school. Pupils are also invited to attend Summer School before joining Gladesmore in Year 7. Parents and carers are invited to a transition evening to meet the Form Tutor, Head of Year, and members of the Leadership Team.

Pupils with SEND are offered additional transition visits with a key adult from their primary school. These visits are particularly valuable for pupils who find managing change difficult or who experience anxiety about starting secondary school. During these visits, pupils are able to meet the members of staff they will see

regularly, explore areas of the school that are of particular importance to them, and meet the SENDCo and their designated Key Adult.

Where possible, the SENDCo will attend the Annual Review of any pupil with an EHCP who is due to join Gladesmore as a Year 7 pupil. This provides an opportunity for the pupil and their family to discuss what provision will need to be in place from the moment they arrive.

Year 9 Transition

During Year 9, pupils are guided towards subjects and courses in which they are likely to succeed at GCSE level. Pupils meet with a member of the school leadership team and/or their Head of Year to discuss appropriate subject choices. Parents, carers, and pupils are invited to a meeting to finalise the curriculum pathway.

Pupils with an EHCP will complete a transition plan as part of their Annual Review during Year 9. This plan is written collaboratively by the pupil, parent or carer, SENDCo, and any professionals working closely with the pupil, such as the Educational Psychologist or Speech and Language Therapist.

Year 11 Transition

Pupils are supported through the transition from school to further education by their Year Team. Support includes:

- Completing CVs
- Choosing appropriate college courses
- Arranging visits to colleges and sixth forms
- Preparing for interviews

Pupils with SEND who find the transition process challenging are supported by designated AEN staff and the SENDCo, who will liaise with SEND staff at further education providers. Parents and carers will be involved in discussions about post-16 transition during the pupil's Annual Review.

If pupils have SEND and find the transition process challenging, they are supported by designated AEN staff and the SENCO who will liaise with the SEND staff in the further education providers. Their parents/carers will be involved in discussions about transition to further education during their Annual Review.

SECTION 8: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Gladesmore Community School follows its [HS6.2] Medical Health Care Policy, which should be read alongside Supporting Pupils at School with Medical Conditions (DfE, 2015).

Staff responsibility

Staff responsible for administering medication or carrying out medical procedures:

- Are appropriately trained (including First Aid where required)
- Receive specific instruction for individual pupil needs
- Have access to appropriate protective equipment (e.g. gloves)

Storage and Supplies

Medicines and associated equipment must be clearly labelled with the pupil's name and dosage and stored appropriately, such as in a medical refrigerator (separate from food items) or in a sealed, secure container with

restricted access. Staff must ensure that parents provide an adequate supply of medication, typically on a weekly basis, and that appropriate systems are in place to monitor and ensure timely replenishment.

Consent

Written parental consent must be obtained prior to the administration of any medication. This must include the pupil's details, prescribed dosage, relevant parental contact information, and clear instructions for emergency procedures.

Self-Administration

Haringey Council does not recommend the administration of non-prescription medication within educational settings due to the potential for unknown side effects or adverse interactions with other medicines or food. In such cases, administration by parents is considered appropriate.

In line with Haringey policy, the school does not administer pain-relief medication such as aspirin or products containing aspirin.

Self-administration may be appropriate for pupils in a secondary setting, provided that written parental consent is in place and clear procedures exist outlining the action to be taken in the event of an emergency to inform paramedic staff.

Health Care Plan

An Individual Healthcare Plan will be established where a pupil requires the regular, long-term administration of medication or medical procedures, including but not limited to inhalers or antibiotics.

The plan will be developed by the member of staff with designated responsibility for medical needs, or by the School Nurse, in consultation with the pupil and their parent or carer. It will include details of the condition, symptoms, procedures, dosage, GP information, family contact details, and emergency action. The inclusion of a photographic identification is considered good practice.

Child Refusal

There may be important health implications for non-administration of medicines or medical procedures which may be the result of child refusal. It is therefore important to follow the following procedure which was devised by the LA Medicine Working Party –

- the family should be advised by phone immediately, due to the possibility of post school activities and later home arrival
- a dated entry should be made in the school records
- a meeting to be arranged with the family if refusal continues for a period of one week, and documented.

Record Keeping

In accordance with legal guidance, records relating to the administration of medication, medical procedures, and instances of pupil refusal must be retained for a period of 25 years. They should consist:

- A record of administration for each child
- A list of all items of medicine etc. for the school
- Written parental consent.

All records must be accurately maintained, including signatures, dates, and times, and must be made available to parents for inspection upon request.

Educational Visits

The medical needs of pupils must be fully considered as part of the planning process for all educational visits, including day and residential trips. This includes identifying medication requirements, emergency procedures, and the designated member of staff responsible.

Parental consent must explicitly cover off-site activities, and arrangements must be made to ensure the availability and accessibility of medication at all times, including during travel. Where relevant, dietary requirements and food allergies must also be clearly identified.

For residential visits, medication must be transported in hand luggage to ensure immediate accessibility.

SECTION 9: MONITORING AND EVALUATION OF SEND

Gladesmore Community School is committed to continuous improvement in SEND provision. SEND is reviewed regularly through the school's self-evaluation and development planning cycle.

Evaluation is informed by a range of processes:

- Annual Development Planning & Evaluation cycle
- Subject and Intervention Reviews
- Work Scrutiny
- Regular line management meetings
- Team meetings
- Learning walks
- Data analysis (in reviews and also by key post-holders)
- Consultations with stakeholders – parents, pupils and teachers (coffee mornings)
- Pupil self-evaluation
- Annual reviews
- Questionnaires and interviews with stakeholders e.g. teachers, parents, pupils
- Reports to governors
- Feedback from AEN staff at key meetings e.g. faculty, HOY, HOF

Outcomes from these processes are shared with relevant staff, including intervention leads, and are used to inform planning, refine provision, and drive ongoing improvement. New strategies and initiatives are developed in response to this evaluation.

SECTION 10: TRAINING AND RESOURCES

In accordance with the SEND Code of Practice (2014), the SENDCo is a qualified teacher and has achieved the statutory qualification within the required timeframe following appointment.

The SENDCo and the designated teacher for Looked After Children attend local authority network meetings to ensure that they remain informed of local and national developments in SEND.

The school maintains a comprehensive programme of continuing professional development. Staff access a range of training opportunities which contribute to high-quality teaching and support for all pupils. Training needs are identified through the school's appraisal process, including lesson observations and centrally analysed performance data, enabling targeted support and the prioritisation of key areas for development. The school works in partnership with a range of external organisations, which provide specialist support, training, and resources, and contribute to the monitoring and support of individual pupils.

All staff receive training to support vulnerable learners, with provision reviewed annually in line with the needs of the pupil cohort. This includes both whole-school training and targeted support for staff working with pupils with specific needs. SEND training is a core component of induction for Early Career Teachers.

The AEN department contributes to staff development through targeted training for teachers and Teaching Assistants, supported where appropriate by external specialists such as Speech and Language Therapists. Opportunities for further professional development are available for Lead Teaching Assistants, including access to accredited courses.

New Teaching Assistants are supported through a structured induction programme, including mentoring and opportunities to observe experienced colleagues, enabling them to develop effective practice in supporting pupils with SEND.

SECTION 11: ROLES AND RESPONSIBILITIES

School Governors

Governors have a statutory responsibility towards pupils with special educational needs.

In order to meet this requirement, they will:

- Monitor and evaluate the effectiveness of the school's SEND policy and provision
- Designate a named governor with responsibility for SEND

The SEND Coordinator (SENCO)

The SENDCo is responsible for the following aspects of SEND provision:

- The day-to-day operation of the SEND policy
- The coordination of SEND systems, procedures and provision across the school
- The coordination of Annual Reviews
- The maintenance of the SEND Register
- Liaison with external agencies
- Coordination of primary school liaison
- Deployment of staff and resources to meet pupil need
- Coordination of staff development in SEND

Designated Safeguarding Lead (DSL)

First point of referral for staff in relation to safeguarding concerns.

- Acting as the first point of referral for staff in relation to safeguarding concerns
- Managing safeguarding referrals and coordinating appropriate responses
- Maintaining accurate safeguarding records
- Liaising with external agencies in relation to safeguarding cases
- Overseeing support for the wellbeing of vulnerable pupils
- Coordinating safeguarding training
- Delivering in-house safeguarding training

Member of staff responsible for PPG / LAC funding

- Coordinating Personal Education Plans (PEPs)
- Overseeing the deployment of Pupil Premium funding
- Monitoring the progress and wellbeing of Looked After Children
- Ensuring provision is targeted to support achievement and outcomes

Member of staff responsible for managing and meeting the medical needs of pupils

- Liaising with healthcare professionals
- Managing medication and first aid resources
- Coordinating and monitoring Individual Healthcare Plans
- Overseeing support for the wellbeing of pupils with medical needs

Teaching Assistant & Learning Support Assistants

The Teaching & Learning Support Assistants have responsibility for:

- Supporting pupils with EHCPs and additional needs within mainstream lessons
- Monitoring the progress of pupils with EHCPs
- Supporting the implementation of examination access arrangements
- Contributing to the delivery of provision within the AEN faculty, including extended school activities

Head of Foundation Learning

The Head of Foundation Learning has responsibility for:

- Coordinating Foundation Learning programmes
- Managing staffing and resources allocated to Foundation Learning
- Monitoring the progress and provision of pupils within the Foundation Curriculum
- Liaising with external agencies where appropriate
- Assessing pupils for access arrangements and coordinating examination provision for pupils with SEND

Head of Behaviour Support

The Head of Behaviour Support has responsibility for:

- Leading departmental development planning
- Coordinating Behaviour Support programmes
- Liaising with leadership regarding pupils causing concern
- Monitoring patterns of behaviour in collaboration with the Learning Centre
- Advising staff on behaviour strategies and support
- Liaising with external agencies where appropriate

All Teaching Staff

All teaching and support staff are responsible for teaching pupils with special educational needs.

Staff are expected to:

- Be familiar with the school's SEND policy
- Set appropriate learning challenges
- Respond to pupils' diverse learning needs
- Work to overcome barriers to learning and ensure full access to the curriculum

SECTION 12: STORING AND MANAGING INFORMATION

Information relating to pupils with SEND is managed and stored in accordance with the Gladesmore [OP8] Data Protection Policy.

The AEN department follows Haringey Local Authority guidance in relation to the secure handling and transmission of confidential information, including communication by post and email.

SECTION 13: ACCESSIBILITY

Gladesmore Community School is committed to providing an inclusive environment for all pupils. Disability equality is reflected across the school's policies and key documents.

The school aims to increase access to education for pupils with disabilities by improving the physical environment, enhancing the delivery of information, and increasing participation in the curriculum.

The Gladesmore [EQ3] Accessibility Policy and [S8.1] Accessibility Action Plan set out the school's accessibility strategy and targets. These documents are available on the school website.

SECTION 14: DEALING WITH COMPLAINTS

In the first instance, parents and carers are encouraged to discuss concerns with the key adult, subject teacher, Head of Faculty or Head of Year.

If the matter remains unresolved, or is of a more serious nature, the parent or carer should contact the SENDCo. A member of the Senior Leadership Team may become involved where appropriate.

SECTION 15: BULLYING

All members of the school community share responsibility for upholding the Gladesmore [OP5] Anti-Bullying Policy. The school takes all forms of bullying seriously and actively promotes a culture in which pupils feel confident to report concerns.

Pupils are encouraged to report incidents of bullying, whether experienced or observed, and staff respond promptly and appropriately. Prefects also contribute to monitoring and supporting pupils.

BLUE Day

As part of national Anti-Bullying Week, staff and pupils wear blue to demonstrate the school's commitment to preventing bullying and supporting those affected.

Assemblies

Whole-school and year group assemblies address bullying in a sensitive and inclusive manner, promoting respect and understanding.

PSHE

All pupils receive PSHE education which includes work on bullying. This covers recognising different forms of bullying, including online bullying, and provides guidance on how to seek support.

SEND pupils

The AEN department works with external agencies, including the Haringey Autism Team, to support vulnerable pupils with SEND and provide targeted interventions and workshops related to bullying.