SEND Information Report

Introduction

At Ercall Wood Academy, we believe that a broad, relevant and engaging curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special educational need or vulnerability. This entitlement should be delivered by trained personnel, committed to inclusion, who are able to provide a happy and developmental environment. All students are encouraged and enabled to undertake self-development, self-advocacy, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment and testing, family involvement and a variety of teaching and learning styles appropriate to the needs of the individual are integral to the planning of educational provision for all students. We are committed to ensuring that every gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standard of behaviour and high moral values are set for all.

The structure of the SEND team is outlined in diagram 1 and mirrors a traditional pastoral model, where Belay Workers head specialised areas of SEND. We are proud to have broad team of experienced individuals who are passionate about improving outcomes for our most vulnerable students. The SEND team work widely across the school from our Mountain Rescue Base (SEND Base). The drive for success and happiness of all our student is woven through all aspects of our culture and ethos. The SEND team work closely with the pastoral team which includes the Assistant Principal (Pastoral) and the Pastoral Year Leads; the Attendance and Safeguarding team which includes the Assistant Principal (Attendance and Safeguarding), the Attendance Officer and the Family Liaison Officer. This ensures a joined-up approach to meeting the needs of every child and the whole child.

We do whatever it takes for as long as it takes, when a young person needs it. Our students are the heart of our team at Ercall Wood Academy.

Key Contacts:

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The SEND team can also be contacted by calling the Academy number 01952 951410

What types of SEND do we provide for?	We cater for a broad range of needs and disabilities that sit within the four broad areas of need: Communication and Interaction, Cognition and Learning, Sensory/Physical, Social Emotional Mental Health. Example of these needs includes, but are not limited to, Autism Spectrum Conditions (ASC), Speech, Language and Communication Needs (SLCN), Moderate and Severe Learning Difficulties (MLD / SLD), Specific Learning Difficulties (SpLD) such as dyslexia, Social, Emotional and Mental Health Needs (SEMH), including ADHD, ADD and Attachment Disorder, as well as Hearing Impairment (HI), Vision Impairment (VI) and Physical Disabilities (PD).
2025-2026:	Entering our 2025-2026 academic year we have approximately 25.44% of our pupils registered as having additional needs. Approximately 22.55% of our pupils within the academy are SEND support (K) students, while a further 2.78% hold EHCPs issued by the local authority. We are currently sitting above both the national, and Telford and Wrekin averages number of students within each of these categories. During our last year we have continued to see SEMH remains one of our larger areas of need for this academic year, accounting for approximately 21% of our register; hearing impairment remains above both National and local averages, while we have a slightly larger number of students registered with Speech, Language and Communication Needs that the average for Telford and Wrekin.
How do we identify and assess pupils with SEND?	There are a range of ways in which a student may be identified as having additional needs. For many students, this happens through their transition to the academy and through liaison with families and with our primary colleagues or colleagues from their previous school. Professionals from the Local Authority SEND team will also share key information in advance of an enrolment. We have a very robust and supportive transition process rooted in strong partnerships with our primary schools, supported by our dedicated SEND transition lead. For some students, their needs are identified after they start at the academy. This could be based on teacher observation both in the classroom and at social times, in-class assessments and book work, or concerns raised by family or by the student themselves. This may include progress in areas other than attainment, for example, social needs. In both these situations, we provide more in-depth assessment by the SEND team as well as, where relevant, referrals made to other professional for more specialist assessment and in some cases diagnoses. All referrals are made in collaboration with parents and carers and with the student themselves. All provision is allocated on the basis of need only and students do not require a diagnosis for additional and different provision to be put in place.

2025 – 2026:	We continue to improve our transition process working closely in collaboration with our feeder primary school colleges, the students themselves and parents. For our high need year 7 students who joined us in September 2025 we had conducted an additional transition morning, ahead of the full cohort two transition days, within the academy to give them a review of how lessons, environment and movement around the building would feel. This also help upskill staff and the wider academy on the needs of our new young people and allow us to get ready well in advance of their start date in September. Information gained through each of these steps built into the additional SEND staff training during our July Professional Development Day to allow us to best meet the needs of our new cohort join us. For our current students during 2025-2026 we continued to develop and strengthen the role of keyworkers. Each member student with SEND has an allocated keyworker, have become increasingly instrumental in both identifying and assessing the needs of our students. They also then provide an additional contact point both for families and for staff members seeking to improve the support provided within the classrooms and wider academy. All allocated keyworkers specialise in an area of need to ensure that they can best support the young people they are working with. We enter this academic year with a strong SEND team who continue to be upskilled, increasing their ability to conduct SEND testing to help the swift identification of additional needs and allow us to put the correct support in place in a timely manner.

What is our approach to teaching pupils with SEND?	Although we maintain a focus on offering equality and inclusion as part of the everything we do at the academy, we also recognise that some students will need additional and different from their peers to learn and thrive. All additional and different provision is made with minimum disruption to the student's entitlement to a broad and balanced curriculum and their right to access all aspects of academy life. Teachers are responsible and accountable for the progress of all the pupils in their class. In line with our curriculum policy, high quality teaching is our first step in responding to pupils who have SEN and/or disabilities. Teachers plan lessons and scaffold so that pupils with SEN and/or disabilities can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced – and strengths are celebrated. With the support of the SENCo and any appropriate outside agencies, the SEND team will provide interventions which are time bound and have a specific entry and exit criteria. The SENDCo team monitor interventions to ensure effective impact.

	Pupil passports are our vehicle for supporting staff to maximise their inclusive teaching and utilise the information to inform their planning, delivery, and assessment. Our teaching staff at Ercall Wood create class plans for each class, and student's key needs and strategies are annotated on these seating plans to support teaching and learning. Changes and additional context behind passports feeds into our weekly pastoral morning briefing with staff. Students' pupil passports are co-produced with the young people themselves and their key workers and reviewed at least termly along with collecting family input. A pupil passport is designed to empower our young people, increasing understanding and self-advocacy.
2025-2026:	We continue to promote understanding of differences within our academy community and run a series of assemblies with our new year group to introduce pupil passports and raise the profile of neurodiversity. We created passports for famous people who are neurodiverse and used these as a way of celebrating the diverse culture we live in, the strengths the conditions provide and the things that might help with areas that person finds challenging. These were positively received, and we re-enforced these messages during our parents' evenings through display on our SEND stand and have created a permanent display of famous passports in the main body of the academy and within our mountain rescue base. Professional Development time was also dedicated to creating 'Class Passports' which enabled those teachers who work with a group across different areas of the curriculum to share good practice and improve the learning experience for all. During 2025-26 the Immersion program proved to be a very effective way of supporting the teaching and learning for all students and we introduced an increased focus on our SEND students during this process. The program is run by the senior leadership team for Quality of Education, including our Assistant Principals for teaching and learning and professional development working alongside our Assistant Principal SENDCo. Working closely with specific departments during set times within the school providing feedback and improving the teaching and learning our young people receive. We are also running interventions to meet those needs of pupils who require additional support over and above that of quality first classroom teaching, often in line with their EHCP targets. These interventions run with our SEND team and include a range of different provision to support the following areas: SEMH, SALT, Cognition and Learning. We also work closely with a range of external professionals to support with specialist areas when needed. During the last academic year, we have embedded SALT interventions, 'Talk Boost' and 'Talk About' for our students.

How do we adapt the learning environment?	The needs of all students are met through high quality teaching, regular and varied assessment, time devoted to planning and preparation of intervention and provision, and building positive relationships with students, families and other professionals. When any student needs additional and / or different in order to thrive and make progress in their learning, we focus on ensuring that their needs are met equitably and, wherever possible, as part of the main offer of the academy. We will make necessary adaptations to meet pupils' needs, including: • scaffolding the curriculum offer to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, and content of the lesson; • adapting resources and staffing; • using recommended aids, such as assistive technology, coloured overlays, visual timetables, larger font; • pedagogical strategies, for example, giving longer processing times, pre-teaching of key vocabulary, increased live modelling; • modification of the environment to meet physical, sensory and medical needs of a child. • ensuring we have our accessibility plan on our website We have strong links with outside professionals who offer us and our students' advice and practical support as to how best adapt our environment. These professionals include, amongst others, Occupational Therapists, Teachers of the Deaf, Sensory Inclusion Service, Guide Dogs and our colleagues within the wider NHS.
2025-2026:	During 2025-2026 we focused on additional SEND training with teaching staff around sensory impact of environment and how to think about, plan for and maximise the positive affect of a learning environment. This was particularly pertinent when thinking of students with additional needs relating to both autism and anxiety. This year we have worked closely with our Occupation Therapist and Educational Psychologist teams who have been on site to view our provision to help check that our environmental modifications remained most appropriate for the young people we were supporting. We have also made additional physical adaptations to areas of our site to increase accessibility and promote dignity for all. We have also conducted training regarding SEMH and how to support student's mental health within lessons.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	Our intention is that pupils with SEND have the same opportunities as other pupils in the school. We will always make reasonable adjustments to make this so. • All extra-curricular activities and school visits are available to all pupils, including before-and after-school clubs. • All pupils are encouraged to take part in the colourful array of different competitions, celebrations and showcases depending on what they enjoy, this includes events such as: sports days, school plays and special workshops. • Pupils are not excluded from activities because of their SEND. Some activities may need adaptions. If there are concerns about the participation of a pupil with SEND, schools will complete a safety (involving parents and carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupils' safety and the safety of others (if appropriate).
2025 – 2026:	Our students readily engage with a arrange of activities and have been both enjoying, and highly successful during this academic year. There have been many sporting stars with links to the SEND team this year. While some students excel with their singing, dancing and drama clubs and productions, 'Matilda' being a highlight! Others have taken part in competitions such as the Rotary Young Chef. The nature of our academy is that our young people with additional needs are taught and fully integrated within the main family of our academy, they are themselves an integral part of Ercall Wood. There have also been a number of visits to sites such as Carding Mill Valley, Munich, Magna; alongside range of theatre productions. During 2025-2026 our student leadership program has also grown and our students with additional needs are flushing having taken up positions within this structure. It has been a delight to see our students supporting at afterschool events with parents, leading tours for open evening or spearheading our much apricated charity drives. Taking on board our students and their families feedback we have increased our range of extra curriculum clubs on offer afterschool and have seen an increased engagement in response to this change. This is something we shall look to continue as we move into 2025-2026.

How do we consult pupils and parents of pupils with SEND and involve them in their child's education?	Ercall Wood firmly believes that the link between home and school being strong is the best way to provide wrap around support for all students, but none more so than those with SEND. As stated earlier affective transition, working closely with our primary colleagues, the families and the young people themselves. We will have an early discussion with the pupil and their parents or carers when identifying whether they need special educational provision. These conversations will make sure that:

	➢ everyone develops a good understanding of the student's areas of strength and difficulty; ➢ the family's views are valued and encouraged. ➢ everyone understands the agreed outcomes sought for the child ➢ everyone is clear on what the next steps are. Communication between education, families and the students is integral to meet the needs of our young people. Across the academy young people have their form tutors and Pastoral Year Leads who offer excellent pastoral support and a very valuable link for families to contact. We have allocated each student on our SEND register a Key Worker from the SEND team. This key worker has contacted families to introduce themselves and explain their role in supporting our students. Parents then have a direct contact within the SEND team whom they can speak to about any concerns or feedback on their child. Families, alongside SEND key workers and students, have co-produced the pupil passports. These passports are reviewed termly with parental involvement, the termly report from subject based assessments and any intervention feedback is also reviewed during these periods. Alongside our Settling In Evenings and our Family Consultation Evenings, the SEND department hosts talks with key professionals for each year groups families of SEND students. These continue to be lovely events where parents have the chance to get to know the SEND team, their child's key worker and crucially develop a strong parent support network. We also use these sessions to inform parents of external support that might be available to them should they like, for example wonderful representatives from the Autism Hub and SENDIASS attended some teas too. Collecting and acting upon family voice also steers our further development.
2025-2026:	Growing our strong bond with families remained a high priority for the academic year of 2025-2026 and beyond. Key worker communications increased into 2025-2026 and these relationships have blossomed into a strong support for our young people. Key workers are increasingly being used as a first port of call for concerns or questions from our young people. Families are activity participating in reviewing pupil passports and talking through next steps as a team around the student. We continued collect and action family voice and we took on board suggestions availability and purpose. For example, following family voice indicating a greater need to support Year 9 options choices for GCSE process we had SEND support at the Year 9 options evening to support with any queries. We also introduced a greater SEND presence at whole school events to enable parents to have on going access to face-to-face support for their children, including key worker attendance at family consultation evenings to conduct passport reviews.

How do we assess and review pupils' progress towards their outcomes?	We follow the graduated approach and the four-part cycle of assess, plan, do, review. Teachers will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: • the teacher's assessment and experience of the pupil; • the pupil's previous progress, attainment and behaviour; • the pupil's development in comparison to their peers and national data; • the views and experiences of parents: • the pupil's own views and; • advice from external support services. A range of different methods are deployed for the Assess, Plan, Do, Review cycle depending on the presenting needs of the young person in questions. We are intent on using both the academic data, but also the soft data, those areas of progress that are traditionally harder to quantify. For some it consists of a termly review, using academic data, in class observations and general staff and family feedback. This review feedback into a pupil's passport and is updated and re-shared with staff. For others this might well be because of concerns raised that we have begun a round of SEND testing to look for an as yet undiscovered need within the young person. With the students who receive intervention sessions these are baselined at the beginning of the progress and reviewed at the end of the cycle before deciding next steps, alongside families and the young person themselves. For those working towards EHCP targets we share these with all teaching staff and ask for their input in helping us assess the progress a student is making. This is then used, alongside academic, soft data and feedback from additional interventions, to review both a student's progress towards outcomes and their ECHP. This formal review happens once a year, however we will work with families to feedback termly, and in some cases far more frequently than that, depending on need.
2025-2026:	During the academic year we increased the teaching staff's knowledge of the targets set for students holding EHCPs; through embedding them within their pupil passports so that feedback could be monitored throughout the year to enable detailed annual review process from the breadth of curriculum and pastoral offer. We have also implemented targets for students identified as SEND K, which will be reviewed as part of termly passport reviews.

	Weekly pupil panel meetings held with the senior leaders across SEND, pastoral, attendance and safeguarding all for timely review of need and progress for students. Feedback from pupil panel then feeds into the whole staff pastoral briefing the following morning so that all staff are up to date on students needs and additional support systems.

How do we support pupils moving between phases and in preparing for adulthood?	We plan carefully for a good transition between different stages of a pupil's education to help them feel safe and continue to progress. We will share information with other schools at transition points. We will agree with parents/carers and pupils what information will be shared. Transition will involve a range of activities depending on individual need, which would include: ➢ preparation for transition, additional visits, for example out of hours to understand the size and geography of the school, during lessons and at break times; ➢ pupils being accompanied by a named adult as part of the transition arrangements and; ➢ the SENCO when invited attending Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or have complex needs. Like wise college teams being invited to those annual reviews for students looking at post 16 provision. ➢ The academy has close links with Future Focus team and our worker attends annual reviews and meets with our SEND support students regularly to offer advice on next steps. ➢ Local post 16 providers come to our events such as Year 11 strategies Evening for parents and students.
2025-2026:	The Year 6 to 7 transition has been supported in the following way this year: 1. Open evening with the full SEND team available and our facilities available to show families. 2. Visits out to primary schools from the transition team, with both pastoral and SEND representatives, 3. Individual tours for some families as needed with the SEND team. 4. Group tours to the academy for students and families. 5. Bespoke additional transition morning to Ercall Wood for high need students, ahead of the full cohort transition days. 6. Transition days where students trial the academy routine, meet some staff and get a feel for the environment. 7. SEND pupils met with Key workers and shared passports with staff and families. 8. A settling in evening for all new students and their families during the first term. The Year 11 to post-16 transition:

	1. Working closely with Future Focus to ensure our SEND pupil are seen regularly and have a chance to discuss their plans for the future from year 9 onwards. 2. In year 10 students complete a week of work experience – our SEND students are supported to achieve these placements too, alongside any reasonable adjustments that are needed for this process. 3. Supported with careers fairs inside school and through external visitors during our life skills days as part of our personal development curriculum. 4. Support via the tutor teams about applications and references. 5. For some students we supported by accompanying them on visit to educational settings. 6. Future Focus and where appropriate representatives from the post 16 provisions attend our Year 11 annual reviews for EHCP students. 7. Both copies of access arrangements and pupil passports can follow our students to post 16 destinations to ease transition. 8. Increasingly this year, our students were taking their passports with them to their post 16 interviews, validating the empowering affect of these documents.

How do we support pupils with SEND to improve their emotional and social development?	The teachers, and wider support teams e.g. SEND and pastoral teams, will closely monitor the emotional and social development of each pupil. Inclusive practice is key to our SEND provision at Ercall Wood. All students receive a wide range of opportunities to improve social development, through belonging to a tutor group, accessing extra-circular clubs, socialising during lunches and break times. Some students then require additional and different support to improve their emotional and social development. Any member of staff can raise a concern, as can family or the student themselves. Concerns will be discussed with the pupil and their parents. Then appropriate action can be taken. Provision to support student's social and personal development is provided through SEND is bespoke to individual student's needs, drawing on the range of expertise we have within the department and through strong connections with the local authority and NHS professional teams. Additional support could come through taking part in social stories groups, ELSA (Emotional Literacy Support Assistant), 1:1 counselling support, Land base (therapeutic growing space on site in our polytunnel) and in some cases accessing programs such as build to express.
Year 2025-2026:	Mental Health has been a big focus for us and our students during this academic year of 2025-2026. We have pushed to raise awareness and reduce stigma around mental health and asking for help. We hosted a parents mental health drop in event with local professionals alongside celebrating mental health day in the academy with tutor activities and assemblies.

	The roll of our weekly pupil panel of senior leaders is also instrumental in monitoring and allocating the necessary support for our young people. We streamlined our process for referrals and increased our capacity to offer timely intervention when needed. We have strong links with the trust to offer more diverse mental health support such as access too the Trust Councillor and Trust Academic mentor. We have also invested increasing the number of qualified ELSAs within the academy and continue to develop our nurture provision both environmentally and upskilling and recruiting.

What expertise and training do our staff have to support pupils with SEND?	Focused staff training and support is crucial to ensuring that the needs of all students are met inclusively, and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs. The specific needs of our students are discussed with staff in induction, coaching program, through weekly pastoral briefings and throughout the academy year to ensure that teachers are up-to-date and informed about the students they teach. In additional, all staff have access to student passports on our portal 'Provision Map'. We work closely with parents / carers, other professionals, and with the students themselves to ensure that the information is accurate, up-to-date and supportive. The SEND team access additional training to support the needs of students with SEND through their roles, which are reviewed annually to ensure that the needs of the current cohort are being prioritised at all times. At present, we have Belay Support Workers for Autism, sensory impairment and SEMH, as well as Emotional Literacy Support Assistants (ELSAs). We also have a number of professionals who work with us part-time each week, bringing expertise and specialist input to the team. This currently includes a counsellor, school nurse a PCSO and when the need arises, educational psychology time.. • The SENCO will hold the relevant accreditation, or be undertaking the accreditation. • The SENCO is allocated time during the week to manage SEND provision. • Belay support assistants and Belay workers have accessed training to deliver SEND provision. • The SENCo attends SENCO Network meetings • Outside agencies are used to deliver in-school training where appropriate.
Year 2025-2026:	Training on SEND features regularly within the whole staff training calendar. Sessions are included during new staff induction and during professional development days. As well as these more formalised points in the year the SEND team regularly feed into pastoral briefings to give

	training as and when needed. One of our most successful train sessions this year has been through the creation of 'class passports'. During this session teaching staff groups together across all areas of the curriculum, unified by the group they taught. The task was to share good practice of how best to support, scaffold, motivate and pair the SEND students within these groups to get the very best for, and out of, them. This is something we shall look to continue in the coming new year. Training received by the SENDCo through University has been most helpful and led to the creation of whole staff training sessions. Belay workers and support workers have also increased their engagement with on line learning planforms to allow them to remain up to date in their area of specialism, this is something we shall look to increase during the next year.

How will we involve other organisations in meeting the needs of pupils with SEND and supporting their families?	The SENCO will seek advice or support from outside agencies. External agency support is requested by the SENCO. Outside agencies will then provide support through school observations, assessment of individual pupils, attendance at annual reviews/multi-agency meetings and written reports. A representative from Ercall Wood Academy attends the SENDCo network briefings and receives regular newsletter updates to ensure we are up to date with all available resources, opportunities, and requirements. We have built a positive relationship with the LA SEND team and team members regularly attend meetings to gain an insight into the EHCP, needs assessment and Annual Review processes. The SENDCo works collaboratively with fellow SENDCos within the Trust to share expertise and advice and guidance. We also work closely with our attendance and safeguarding colleges.
Year 2025-2026:	Outside agency involvement continues to be sought when the need of a student goes beyond the expertise of the academy. This could be for staff training or to work directly with an individual student or group of students. This year we have been lucky to be involved in a pilot key stage 4 SALT intervention program, 'Talk for Work'.

How do we secure equipment and facilities to support pupils with SEND?	Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, specific seating arrangements the school will liaise with the appropriate outside agencies and the Local Authority as appropriate. When pupils meet the criteria, ISF will be accessed as a source of funding for adult support and equipment such as Assistive Technology.

	EHCP might also be pursued with the Local Authority if the needs of the student are believed to require this level of ongoing support. Ercall Wood Academy has lift access to all areas of the interior and exterior of the building but also understands that access is an ongoing pursuit. Continued improvements to access and safety for our students, staff and visitors with physical disabilities is informed by student, parent and staff voice, as well as advice from the relevant Local Authority teams, for example the Sensory Advisory Service. All relevant staff will receive annual training on how to support students with physical disabilities in an emergency evacuation and anyone with individual evacuation needs will have a personal plan in place. Full details of our Accessibility Policy can be found on our website.
Year 2025-2026:	This year we have worked closely with our colleagues both at the local authority and the occupational therapy team to make sure the equipment needed has been both appropriately chosen, fitted, maintained and also remains correct for that student as they age. We also make sure that pupils transition with the equipment needed where appropriate through close links with primary schools and post 16 destinations. We have looked the building layout and as we enter a period of site expansion have though about what additional in built equipment, we might be able to include in the new plans to allow us to further increase our accessibility.

How do we evaluate the effectiveness of our SEND provision?	The effectiveness of provision for pupils with SEN is evaluated, regularly and timely, by a range of different stake holders. This can include: the class teacher, SLT, SEND team, Trust Support, Governors and external advisors. The evaluations will take in to consideration the following aspects: • reviewing pupils' individual progress towards their goals each term. • reviewing the impact of interventions after an agreed number of weeks. • Collecting student voice by talking with SEND pupils. • lesson visits, work sampling, data analysis. • using provision maps, pupil passports, individual education plans to measure progress towards goals. • holding annual reviews for pupils with Education Health Care Plans.
2025-2026	During this year we have been fortunate to work with a range of wonderful people who have offered their time and suggestions to allow us to improve and provide our SEND students with a provision that best supports them. We have worked closely with curriculum specialists who have spent time within departments and worked closely with the Teaching and Learning Team,

	including the SENDCo, to evaluate and tweak current practises. We have also had a specific SEND Trust review focused on evaluating our current position and how to move forward. We have benefited from the feedback we received from families during family voice questionnaires, consultation evenings and conversations directly with the SEND team. Our students also form a very large part of reviewing SEND provision, via student voice, work sampling and culture walking our lessons in action to see the learning in action.

How do we handle complaints from parents of children with SEND about provision made at the school?	We firmly believe communication is key. So, if a family or young person is able, we encourage them to please let us know at the first available opportunity! Providing a high-quality education is of paramount importance and we believe that a close working relationship between the academy, student and family is crucial in achieving this. We actively seek to collaborate with parents / carers on a cycle-by-cycle basis but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone call to discuss a student's provision and how best to meet their needs. Any complaints to the academy would follow the standard complaints procedure, details of which can be found on our website.
Where can the LA's Local Offer be found?	www.telfordsend.org.uk

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