Policy Name	**Special Education Needs and Disability (SEND) Information Report QEMS**
Policy Number	**LFATQ/0100**
Date of Issue	**September 2026**
Reviewed by	**Mr K Chatfield**
Date of next review	**September 2027**

(1) Academy Philosophy

Landau Forte Academy QEMS and Sixth Form is committed to the principle that every student has individual needs and entitlement to the full curriculum. Landau Forte Academy QEMS and Sixth Form has adopted a whole Academy approach to early identification, assessment and provision for students with individual needs. Appropriate differentiation of the curriculum will be planned by all tutorial staff working alongside the SEND team utilising a range of strategies, resources and approaches. The Board of Governors recognises the need for appropriate resources including staff and accommodation for students with Special Educational Needs and Disability. Landau Forte Academy QEMS and Sixth Form is committed to the equality of opportunity and the provision of the highest standards of education for all our students, including those with Special Educational Needs and Disabilities.
We currently provide for the following:

- Communication and interaction (C/I)
- Cognition and learning (C/L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs

(2) How does Landau Forte Academy identify and assess students with Special Educational Needs?

If you think that your child has learning difficulties, you should speak initially with your child's Personal Tutor. The Personal Tutor will discuss the progress of your child with their Learning Tutors and if they feel that targeted teaching has not met your child's needs, they will then refer to the SENDCo for further advice. The SENDCo will contact you to discuss your concerns in more detail. Details of the SENDCO (section 4).

Information regarding the definition of Special Educational Needs:
A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

> (a) has a significantly greater difficulty in learning than the majority of students of the same age; or
> (b) Has a disability which either prevents or hinders him or her from making use of the facilities provided for others of the same age in mainstream schools (DfE & DfH SEND code of practice 2014 p15-16)

The 2014 SEND Code of Practice outlines the following four areas of SEND that should be considered:

Communicating and interaction – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
Cognition and learning – for example, where children and young people learn at a slower pace than others their age; have difficulty in understanding parts of the curriculum; have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people; are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing. Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

In Addition: Disability – Many children and young people who have SEN may also have a disability. A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy. When more specialist assessment is required the Academy will work collaboratively and cooperatively with external specialist professionals.

Identification and Assess

Information about previous special educational needs will usually accompany students upon entry to the Academy and this will be used by the SENDCO and Deputy SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school and during transition meetings which are held in the summer term, before the student starts. Parents/Carers are encouraged to share information upon entry to support provision planning and identification.

On entry all students are assessed and the data from these tests is then analysed by the SENCO and curriculum leaders to identify any potential areas of need. The Academy adopts a graduated approach of Assess, Plan, Do, Review (APDR) when identifying and supporting students with SEND in accordance with the SEND Code of Practice. Students may be then added to the SEN register in line with the Code of Practice for SEN if additional or different provision is required. The assessments taken upon entry may include the following:

- Progress Assessments in Core Subjects
- Reading, Spelling and Comprehension assessments.
- Baseline assessments in each department
- Concerns and information received from a Parent/Carer and outside agencies.

Ongoing identification is also completed alongside the school reporting process as data is analysed by curriculum leaders, monitoring students that are not making expected progress regardless of need. If a staff member identifies a student whose special educational needs are not met by through the normal differentiated curriculum the class teacher will work with the student to support through Quality First teaching as part of the graduated approach. If the situation improves then no further action is needed. If there is no improvement the SENDCO will be informed. At this point information will be gathered, and a decision regarding continued monitoring will be made. A pupil passport will be generated with key strategies of support and shared with staff concerned with the student's progress.

On-going assessments are completed throughout the students time at the school. These include:

- Reading Assessments
- Internal Assessments

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents/Carers
- Observations
- Access for exams testing (Year 9, 10, 11, 12 & 13)
- SpLd Screening Assessments
- Liaison from outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist teacher advisors.

(3) Information about the Academy's policies for making provision for students with special educational needs whether or not students have EHC Plans.

a. How the Academy evaluates the effectiveness of its provision for such students;

All students regardless of needs are set targets. Data collated during the school report process is analysed and strategies are put in place to support those that are not achieving as expected. All SEN interventions outside of the classroom have SMART targets to ensure that progress can be tracked and monitored following the Assess, Plan, Do, Review (APDR) support model. Student may have an individual ADPR document that outlines the support that they require these are reviewed to monitor progress towards targets overtime with targets being discussed and decided with the student.

b. The Academy's arrangements for assessing and reviewing progress of students with special educational needs.

The Academy uses a variety of ways to assess and review student progress regardless of need. These methods include:

- School reports
- Parents/Carers Evenings
- Annual Reviews for those students with EHC Plans.

All students with SEND will have their own student passport and meetings will be held with student to discuss what is to be included on their plan. Student passports will be reviewed periodically and updated whenever there is a significant change in need or provision. The delivery of interventions/strategies recorded on the student's plan will be the responsibility of the class teacher. Annual reviews will continue to be held for any student who has an EHCP.

The quality of the provision received by students with SEND will be monitored and evaluated through the termly quality assurance of lessons and of work conducted by the SENDCo, Assistant Principals, Senior Staff Associates and curriculum leads.

c. The Academy's approach to teaching students with special educational needs;

Access by students with SEND to a balanced and broad-based curriculum is enabled through:

- Quality First Teaching
- Differentiation of work within learning groups whenever appropriate to meet the individual needs of students
- Learning support for students with a specific individual need, by Tutors, Learning Support Staff.
- Work either on a 1:1 basis or within a small group
- Adaptive teaching strategies
- Use of assistive technology
- Accessible digital learning materials
- Support for executive functioning and organisation skills
- Tailored resources
- Support and advice from outside agencies
- Mentoring
- Testing to determine whether exam access arrangements are needed

Additional the Academy has a clear pastoral support process in place. The staff involved in this process include:

- Tutor
- Class Teacher
- Learning support assistants
- Student Support Officers
- Key Worker, as appropriate

- Curriculum Leaders
- Heads of Year
- SENDCO and Deputy SENCO
- Senior Leadership Team.

d. How the Academy adapts the curriculum and learning environment for students with special educational needs;

Landau Forte Academy is a truly inclusive Academy and all students regardless of need are provided with access to a broad and balanced curriculum that is differentiated to address the needs of all. All staff are responsible for the progress students make within their classroom. Within lessons the subject teacher is responsible for differentiating learning. Strategies to support students that are identified with SEN are provided through pupil passports and ADPR if required, in addition to the SEN staff handbook. Where students are underachieving and/or identified as having SEN, the academy provides support in a variety of ways and may use a combination of approaches.

- Quality First Teaching
- Differentiation of work within learning groups whenever appropriate to meet the individual needs of students
- Learning support for students with a specific individual need, by Tutors, Learning Support Staff.
- Work either on a 1:1 basis or within a small group
- Tailored resources
- Support and advice from outside agencies
- Mentoring
- Testing to determine whether exam access arrangements are needed
- Emotional / Social/ Reading group work.

The academy offers a range of extra-curricular clubs that students are actively encouraged to participate into stretch and further there learning, not only academically but socially and emotionally.

e. Additional support for learning that is available to students with special educational needs;

Students with EHC plans are supported in class according to the requirements of the plan. If a student does not have an EHC Plan in class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary by the SENDCO and teaching staff.

<u>Interventions</u>
At Landau Forte Academy QEMS and Sixth Form we have a variety of additional interventions that we use to support students. These include small group interventions to support social, emotional needs, reading, literacy, numeracy and dyslexia. Students are identified for additional interventions according to the assessments discussed in Section 2; progress they have made; recommendations by teachers, learning support assistants and Parents/Carers.

<u>Access Arrangements</u>
From entry into the Academy, data is analysed and students are identified that may require additional support. The student will then be asked to complete additional assessments to determine what support is required. The support a student can have is dependent on the scores they receive in these tests alongside the history of need. Additional support may include; a reader, writer, extra time, prompter, transcript. When internal assessments are taking place subject teachers will request support from the SEN team to enable students to develop the skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam

boards for this support so as your son/daughter makes progress this support may not be available for the duration of their study at the Academy

Request for Statutory Assessment

The Academy will refer a student for an education, health care assessment when evidence suggests there is a significant cause for concern. Parents/Carers can also make a request for an education, health care assessment by contacting via the Staffordshire EHC hub https://ehchub.staffordshire.gov.uk

Alternatively, Parents/Carers can contact SEND Family Partnership (SEND IASS) https://www.staffs-iass.org who will support them in making this request. They can be contacted on telephone 01785 356921 or via email sfps@staffordshire.gov.uk

f. How the Academy enables students with special educational needs to engage in the activities of the Academy (including physical activities) together with children who do not have special educational needs; and

Landau Forte Academy QEMS and Sixth Form offers a range of trips and extra-curricular activities for all students. We aim to support all students to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed where required for each trip and the needs of individual students are considered as part of that process. A decision will then be reached by SENDCO/Curriculum Leader and the Senior Leadership Team, in collaboration with Parents/Carers and class teachers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of the process.

g. Support that is available for improving the emotional, mental and social development of students with special educational needs.

The SENCO works closely with external agencies in order to direct support for these students. Students identified with complex behavioural needs are given a One Page Profile. Held centrally, linked to the SEN record, this Profile communicates their individual needs to their class teachers including strategies for supporting them in lessons. A dedicated SEN team work with students who have these specific needs. A range of interventions are in place as outlined in part 3e. Where appropriate, support may include referral to external mental health services, counselling services, educational psychology services, school nursing teams and early help provision

Pastoral Support - at the Academy, we believe that every child matters. The Personal Tutor guides and supports personal, academic and wider achievement of each individual student in the Tutor Group. The Personal Tutor is in close daily contact with a small group of students, helping them to prepare to learn, develop successful strategies to improve learning and celebrate students' academic and personal achievements. The Personal Tutor monitors attendance and behaviour and has regular contact with Parents/Carers should there be cause for concern.

Every student with SEND will be allocated a key worker who they can go to if they have any concerns either academic or social.

Additionally, Landau Forte QEMS and Sixth Form has an onsite medical officer who can help and offer advice to any medical (physical or mental) condition.

(4) In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

SENDCo – Mr K Chatfield – kchatfield@lfatsf.org.uk

(5) Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff at Landau Forte Academy QEMS and Sixth Form are highly trained and have a wide range of qualifications to enable them to support students. The SEN team have expertise in a range of areas including speech and language, literacy, numeracy, EAL development and ASC. Staff training also includes areas such as ADHD, trauma-informed practice, mental health awareness, adaptive teaching and exam access arrangements.

The SENCO is a trained teacher and has the National Award for SENCOs.

Alongside the staff that work within the Academy we work with outside agencies to support students. These include Physiotherapists, Occupational Therapists, Social Services, Educational Psychologists, a school nurse and the Child and Adolescent Mental Health Services (CAMHS), Stay Well, pets for therapy.

The Academy has a Teaching and Learning Development Plan, including training for all staff to improve the teaching and learning of all students, including those with SEND. This may include whole Academy training on SEND issues or to support identified groups of learners in the Academy, for example, students with Autism Spectrum Condition or Dyslexia.

Staff training has also focused on differentiation and personalised learning for all students. There is whole staff training to disseminate knowledge and strategies and experience, in order to ensure consistency of the Academy's approach to students with SEND.

Staff are kept informed and up-to-date with strategies to help support students with SEN. All new staff complete an Induction Day programme which includes SEN support and guidance.

(6) Information about how equipment and facilities to support children and young people with special educational needs will be secured.

Landau Forte Academy QEMS and Sixth Form works with the Health team including physiotherapists and occupational therapists to ensure that students have access to appropriate equipment in order to support students with appropriate levels of independence.

The accessibility of the site is reviewed in line with the needs of existing and new students. We have experience of working with students with both physical disabilities and sensory impairments.

The Academy has a team of first aiders who administer prescribed medication as necessary. Healthcare plans (both medical and support) are in place for all students with medical needs. The building is equipped with disabled facilities for students with hygiene and personal care needs. The building is fully accessible for wheelchair users. The auditory and visual environment was designed to enable the best provision for any students with these difficulties. Where possible, the Academy will provide additional equipment if it is needed for our students.

(7) The arrangements for consulting Parents/Carers of children with special educational needs about, and involving such Parents/Carers in, the education of their child.

Over the academic year there are a range of opportunities for Parents/Carers to formally meet with staff to discuss the progress of their child. Parents/Carers are encouraged to contact the SEND team at any time should concerns arise regarding progress, wellbeing or access to provision. These include; Parents/Carers evening, year 7 tutor evening, curriculum events, report cycle. Additionally, the Academy supports Parents/Carers by working effectively with all other agencies supporting students and Parents/Carers. Giving Parents/Carers opportunities to play an active role in the student's education. We encourage Parents/Carers to inform the Academy of any difficulties that they perceive their student may be having or needs that may need to be addressed. Working with Parents/Carers to discuss ways which they and the Academy can help their child. Making Parents/Carers aware of the information advice and support service for SEND as part of the local offer. See link below:

https://www.staffs-iass.org/home.aspx

(8) The arrangements for consulting young people with special educational needs about, and involving them in, their education.

All students within the Academy are involved with target setting whether academic or SEN related. All students are welcome at Parents/Carers Evenings. Students with EHC Plans or Statements of SEN are involved in their Annual Reviews and their thoughts are central to the process. They are encouraged to contribute actively to the process. Students with ADPRs are also involved in discussions about their education and target setting.

We endeavor to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets
- Monitor their success at achieving success towards set targets.

(9) Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from Parents/Carers of students with special educational needs concerning the provision made at the Academy.

The opportunity always exists for discussion between Parents/Carers and ourselves, problems and concerns can usually be dealt with informally. If concerns cannot be resolved informally, Parents/Carers may follow the Academy Complaints Policy, available on the Academy website.

(10) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

Our Academy governing body reviews our settings' accessibility plan and policy on an annual basis to ensure that as an Academy we meet the needs of all students.
We access to the local authority support services in order to aid with ensuring effective referrals are made to the right pathways. We are engaged with the Staffordshire SEND and Inclusion Hubs, which is a platform used to assist with the accessing of local services and funding. Offering supportive individual and contextual advice to the school representative.
We receive support from a variety of LA services.
These may include Educational Psychology, Autism Outreach, Hearing Impairment Services, Visual Impairment Services, Occupational Therapy, Speech and Language Therapy, SEND and Inclusion Hubs and CAMHS.

(11) The contact details of support services for the Parents/Carers of students with special educational needs, including those for arrangements made in accordance with section 32.

The SENCO, as listed in section 4, should be contacted in the event of any query relating to the provision of learning support for both for existing and potential new mainstream students. Support for Parents/Carers of students with SEN is also provided by the Staffordshire SENDIASS Family Partnership, information for contacting this service can be found here:

https://www.staffs-iass.org/home.aspx

(12) The Academy's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Prior to secondary transfer, consultation between the primary schools and the Academy will take place. For students with any of the four areas of need reflected in the TTA National SEN Specialist Standards (communication and interaction; cognition and learning; social, emotional and mental health and sensory and / or physical needs), there is individual communication with the secondary school(s) in order to aid transfer. All children with an EHC Plan will be visited by members of the SEND team at their school. Additionally, school records are requested by the Academy to enable continuity and progression.

We endeavour at Landau Forte QEMS and Sixth Form to ensure that the transition between primary school and secondary is a smooth as possible. Prior to students starting at Landau Forte QEMS and Sixth Form, we invite both student and Parents/Carers to meet with either the SENDCo or the Deputy SENDCo in order to create a plan of support for the student upon transition. If required, students can attend Landau Forte QEMS and Sixth Form during the summer term, prior to them starting in the Autumn, in order for them to begin to make the adjustment in to secondary school. This process is followed in Year 11 with consultations on the transition to Post-16 institutions.

For Sixth Form, where appropriate, children with an Educational and Health Care Plan will be visited by members of the SEN Team at their secondary school. Additionally, secondary school records are requested by the Academy to enable continuity and progression. Students and Parent/Carers are also able to declare individual needs on the online application form and student information forms prior to admission which will support planning and preparation by the Academy

Support with Careers, Information and Guidance for students with SEND is managed by the SEND team and the Academy's information, advice and guidance co-ordinator Preparation for adulthood outcomes including employment, independent living, community participation and health are considered where appropriate, particularly for students with Education, Health and Care Plans.
Constant support is given to students during their studies at Landau Forte QEMS and Sixth Form to ensure that they make informed choices about their future.

(13) Information on where the local authority's local offer is published.

Staffordshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).
This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Staffordshire Local Offer please visit:

https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0

(14) Inclusion

Students with SEND are fully integrated into the Academy curriculum with appropriate levels of support, maximising the level of inclusion. At the Academy, we do all that we can to ensure that all of our students are given the opportunity to participate in activities and trips. Parents/Carers are consulted at all stages of planning so that an accurate care plan and risk assessment can be created for our students with SEND.

(15) Accessibility

15.1 Accessibility Overview

The Equality Act 2010 provides the legal framework for protecting disabled individuals from discrimination and places duties on schools and academies to make reasonable adjustments and improve accessibility. Since September 2002, the Governing Bodies of Schools and Academies have had key duties towards disabled students under Part 4 of the DDA:

(i) Not to treat disabled students less favourably for a reasons related to their disability.

(ii) To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.

(iii) To plan to increase access to education for disabled students.

Landau Forte QEMS and Sixth Form believes a person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010).

Landau Forte QEMS and Sixth Form has a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

Landau Forte QEMS and Sixth Form believes it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for Landau Forte QEMS and Sixth Form personnel and students which result in improved outcomes for disabled students, Parents/Carers and Landau Forte QEMS and Sixth Form personnel in all aspects of school life.

Landau Forte QEMS and Sixth Form is proud of the ethos of support, collaboration and respect for one another. The Trust strives to create a safe caring environment for all students to experience success, happiness and excellence. All QEMS and Sixth Form users will benefit from the disability equality scheme as it will allow them to take full benefit of the opportunities that this establishment offers.

Landau Forte QEMS and Sixth Form is committed to providing as fully accessible environment as possible, given the restraints of each building. It values and includes all students, QEMS and Sixth Form personnel, Parents/Carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan is reviewed annually and published on the Academy website. Designed to increase the accessibility of provision for all students, staff and visitors. The three key areas are:

(i) Increasing the extent to which disabled students are able to participate in the school curriculum.

(ii) Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.

(iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

15.2 Responsibility for the Accessibility and Procedure

(a) Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Principal to ensure all QEMS and Sixth Form personnel and stakeholders are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002);
- a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:
    - discriminate against disabled students in our admissions and exclusions, and provision of
    - education and associated services;
    - treat disabled students less favourably;
    - take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- the responsibility to work with Parents/Carers to ensure the full needs of each individual child are met as we value Parents/Carers knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty to respect the child's and Parents/Carers right to confidentiality;
- the responsibility of providing all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students;
- the responsibility to endorse the key principles in the National Curriculum 2000 framework which underpins the development of a more inclusive curriculum by:
  - setting suitable learning challenges;
  - responding to student's diverse learning needs;
  - overcoming potential barriers to learning and assessment for individual and groups of students.
- responsibility for ensuring that the QEMS and Sixth Form complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for the effective implementation, monitoring and evaluation of this policy.
- Governors receive periodic updates regarding SEND outcomes, accessibility developments and statutory compliance.

(b) Role of the Principal

The Principal will:

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body, devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- ensure all QEMS and Sixth Form personnel, students and Parents/Carers are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for QEMS and Sixth Form personnel with disabilities;
- monitor the effectiveness of the Disability Accessibility Plan for Students;

(c) Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide resources to support this policy;
- monitor the progress and development of this policy;

(d) Role of the Governing Body

Trust personnel will:

- comply with all aspects of this policy;
- implement the Trust's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect.

(e) Role of the Students

Students will:

- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school guidance necessary to ensure the smooth running of the Campus;
- liaise with the student leadership team;
- take part in questionnaires and surveys/focus groups.

(f) Role of the Parents/Carers

Parents/Carers will:

- be asked to take part in periodic surveys conducted by the QEMS and Sixth Form;
- support the school guidance necessary to ensure smooth running of the Campus

15.2 Training

The Principal will ensure that all personnel have equal chances of training, career development and promotion. Periodic training will be organised for all QEMS and Sixth

Form personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Date	**September 2025**
Change Made	**Various**
Made By	**Mr K Chatfield**