

## Quality Statement

At Clay Hill School, we fully endorse the principles and duties set out under the Equality Act 2010 and the Children and Families Act 2014, including the statutory SEND Code of Practice. We are committed to fostering an environment that actively promotes equality, dignity, and inclusion for all pupils.

- **Equality Act 2010 (Public Sector Equality Duty)**  
We are dedicated to eliminating unlawful discrimination, advancing equality of opportunity, and fostering good relations among pupils of diverse backgrounds, abilities, and needs.
- We recognise our statutory duty to identify pupils with SEND, co-produce Education, Health and Care Plans (EHCPs) as necessary, and provide the necessary provision, review, and monitoring of outcomes in partnership with families and agencies.
- **Special Educational Needs Co-ordinator**
- Our designated SENCo leads the strategic delivery of SEND support and works alongside families, teachers, and external professionals to ensure timely and effective interventions.
- **Reasonable Adjustments & Inclusive Practice**  
Individualised strategies are implemented, such as sensory accommodations, visual supports, structured environments, and assistive technologies, personalised timetables to ensure pupils with autism and complex needs can access the full curriculum and thrive socially and academically.
- **Governance Oversight**  
Our governing board ensures robust oversight, reviews data and policy implementation, and champions inclusive practice across the school.

We maintain strong partnerships with families, health professionals, local authorities, and specialist services to deliver a coordinated, whole-child approach. All staff receive ongoing high-quality training in:

- Autism awareness and autistic-specific pedagogy
- SEND legal frameworks and best practices
- Positive behaviour strategies, safeguarding, and equality principles.
- Contact our **SENCo**, Sherri Langrish, at [sherrilangrish@aspriscs.co.uk](mailto:sherrilangrish@aspriscs.co.uk) for queries regarding provision, or how we support pupils with autism.

By embedding lawful compliance, professional accountability, and transparent practice into our approach, Clay Hill School ensures that pupils with autism and diverse learning needs enjoy equitable educational opportunities and are celebrated as valued members of our community.