



ST BEDE'S

CATHOLIC PRIMARY SCHOOL

St Bede's is a community
of faith, love and respect
Inspiring us to achieve

Special Educational Needs and Disability Information Report

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Policy	SEND Information Report
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1. Introduction

Welcome to our SEND information report which is part of the Northumberland Local Offer for learners with Special Educational Needs and Disability. All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. The information published must be updated annually.

What is the Local Authority Local Offer?

The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools were required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Northumberland Local Offer can be accessed at:

<http://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

Our School promotes high standards and all pupils, regardless of their particular needs, are offered inclusive teaching, which enables them to make the best possible progress and develop as valued members of our school community.

We offer a range of provision to support children with communication and interaction, cognition and learning difficulties and social, mental and health problems. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

Our SEND values:

- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and who are also supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision provided
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.

2. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2014: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (July 2014) pages 95&96
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

3. What are special educational needs or a disability?

At St.Bede's we use the definition for SEN and disability from the SEND Code of Practice 0-25 years (2014). It states:

Special Educational Needs:

'A child or young person has SEN if they have a learning difficulty or disability which 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:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'*

The definition of disability in the Equality Act (2010) states children with '...a physical or mental impairment which has a long-term (more than 12 months) and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes children with sensory impairments as well as long-term health conditions such as asthma, diabetes, epilepsy and cancer.

It also states that schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
pages 15-18

4. What kind of SEND are provided for at St Bede's?

The SEND Code of Practice 2014 lists 4 main areas of SEND

You can find out more about how we give support in sections 10 and 12

Communication and interaction

This includes

- children and young people with speech, language and communication needs (SLCN)
- Children and young people with ASD, including Asperger's Syndrome and Autism

Cognition and learning

This includes:

- moderate learning difficulties (MLD),
- Specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

There are two additional types of learning difficulty:

- Severe learning difficulties (SLD)
- profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Usually these learners attend specialist schools, but occasionally they attend a mainstream school.

Social, emotional and mental health difficulties

This includes a wide range of social and emotional difficulties which manifest themselves in many ways:

- becoming withdrawn or isolated,
- displaying challenging, disruptive or disturbing behaviour.
- mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and physical needs

This includes:

- vision impairment (VI),
- hearing impairment (HI)
- multi-sensory impairment (MSI) which will require specialist support and/or equipment to access learning, or rehabilitation support.
- physical disability (PD)

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
pages 97-98

<p>5. What is our policy for identifying children and young people with SEND and assessing their needs?</p>
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How does our school know if children need extra help?

Our policy is:

Some children arrive at our school with identified SEND, in which case the SENDCo will liaise with the previous school, nursery or setting to ensure there is a smooth transition and continuity of provision.

If, during a child's time at our school, teachers begin to have concerns about progress or attainment. An Initial Concern form will be logged. Parents will be contacted to discuss these concerns so they can share their views. As part of St.Bede's Graduated Approach to SEND, a plan will be agreed between the class teacher and parents to help their child and two cycles of assess, plan, do, review (APDR) will take place. For many children, the plan will have a good impact and any barriers to learning will be addressed using these early and low level interventions. These might include small group work within the classroom which targets literacy or numeracy, or a programme developing social skills or language.



Following this, and in consultation with all relevant staff at school and the child's parents, a child may be identified as having SEND and appropriate provision will be made as described in section 6.

Sometimes the school will call upon support from an outside service to help with assessment. That could include an Educational Psychologist, a specialist teacher or a health professional. parent and child views will be consulted throughout the process.

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school SENDCo whose name is **Mrs McCarron** and who can be contacted via the school office.

School contact telephone number: 01670 822389

School email address: admin@st-bedes.northumberland.sch.uk

Parents may also make an appointment to see the SENDCo or the Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

You can find out more at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> pages 94-97

6. What are our approaches to teaching children and young people with SEND?

St Bede's provides a **Graduated Approach** to meeting a pupil's needs. This includes a number of stages through which school might suggest your child progresses, depending on the success of the interventions that have been tried.

Quality First Teaching (QFT)

The Graduated Approach starts in every classroom where children should have high quality teaching which is adapted according to need. This is the entitlement of all learners.

Children receive inclusive QFT which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

For your child this would mean that:

- the teacher has the highest possible expectations for your child and all pupils in their class.
- all teaching is building on what your child already knows, can do and understands.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

If, following two cycles of assess, plan, do and review, progress has not been as hoped, this will be discussed with you again. School may recommend that more interventions are needed and that the next stage, SEN Support – Pupil Passport, would be beneficial which includes placing your child on the school's SEN register.

SEN Support – Pupil Passport

At the early stages of SEN Support, you will be invited to complete a pupil passport with the SENDCO and your child. This is an opportunity to record your child's strengths and barriers to learning, and planning and communicating the support and provision necessary. This document will be used by school to ensure everyone working with your child knows how best to support them.

Children may receive additional, time-limited and targeted interventions to accelerate their progress to age-related expectations. School support can often include specific group work or specified individual support. At this stage input from other agencies may be sought.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning and may be:

- Taught inside or outside the classroom
- Taught by a teacher or a Learning Support Assistant who has had training to run these groups.

Following two cycles of the Pupil Passport, if it is agreed at the review that progress is still not in line with what is expected, your child will move onto an SEN Support Plan.

SEN Support – SEN Support Plan

Where a child continues to make less than expected progress, despite interventions, a more structured and detailed plan will be made which allows the needs of your child to be set out clearly including highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, a specialist outside agency may support this, e.g. specialist teachers from the Northumberland Inclusive Education Services and the Educational Psychologist, Visually Impaired Service and Hearing Service or NHS services for children such as the Speech and Language therapy (SALT) Service. The SENDCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support your child's progress. Your views and your child's will be taken into account and there will be clear, measurable outcomes. The plan will run for at least two cycles with a review process after each cycle.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multi agency assessment is required through a Consideration of Statutory Assessment (COSA) request.

Consideration of Statutory Assessment (COSA)

A COSA request is asking the Local Authority to determine whether there is evidence that the level of special educational need is over and above what a mainstream school is expected to meet from within their own resources. The request is made using a "COSA form" which collects information around what difficulties your child is experiencing, how the school has been supporting them and what impact the support has had. There is a parent/carer form which you can complete at this stage to share any information about your child that you feel is important.

COSA forms are sent to the SEN Team at Northumberland County Council and go before a SEND Commissioning Panel which is made up of head teachers / senior school leaders, representatives from health and social care and other professionals such as Educational Psychologists. The Panel reviews the information and makes a decision as to whether there is clear evidence that the school have used the resources delegated to them to meet SEN and can make a decision to assess or not to assess.

Once the decision to carry out a statutory assessment has been made by the Panel, everyone in education, health and social care who is working with your child will be asked to submit a written report to the Local Authority within six weeks. An educational psychologist will also meet with the school, yourself and your child to write their statutory advice for the assessment. You will have an opportunity to provide your advice too.

Once all of the reports have been sent to the Local Authority, an SEN Case Worker will look at all of the advice received and will draft a Proposed Support Plan that you and everyone involved with your child will be invited to look at and agree on the contents. The Plan and all the written advice will then go to the SEND Commissioning Panel which

will decide whether the assessment of your child's needs has shown the level of need is over and above that which can be met from within school resources and whether an Educational Health and Care Plan is required. The EHCP will detail what level of support is required to best meet your child's needs. The Panel may decide that your child's needs can be met from resources available within school and recommend that your child continues to be supported at SEN Support.

Please also see the school Accessibility Plan, which sets out adaptations we make to the school environment to remove barriers to learning.

You can find out more at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
page 99

7. What arrangements do we have for consulting parents of children with SEND and involving them in their child's education?

At St Bede's we recognise that parents know their children best. Parents are always welcome to discuss their child. Parents and the child's views are respected and their concerns are taken into consideration at all stages of the SEND process.

You will see in many sections of this SEND Information Report how the school consults with families and involves them.

We also:

- Invite all parents/carers to meet with their child's class teachers at two formal parent evenings during the year.
- Provide an annual written report.
- Invite parents of children identified as having SEND to a consultation twice a term at which their child's progress, Pupil Passport or SEN Support Plan, detailing their additional support, are discussed and agreed.
- Have annual reviews for children with an EHC Plan.
- Have a home-school diary for parents to communicate with their child's class teacher daily if appropriate.

How will parents be helped to support their child's learning?

- The class teacher or SENDCo may suggest additional ways of supporting your child's learning.
- Ordinarily, the school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website. They aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

8. What arrangements do we have for consulting children and young people with SEND and involving them in their education?

All children at St Bede's are supported to reach their full potential. We proactively ensure all children with SEND are involved in their education:

- All children are aware of their curricular targets and are encouraged to self-review against these.
- Children with SEND are aware of their intervention outcomes and are encouraged to self review against these.
- As part of the review process, SEND pupils, are also asked about their views on their strengths, the areas in which they feel they would like to develop and the support they would like to receive.
- For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support they have had.

9. What arrangements do we have for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review?

Children with SEND may need to make one or two kinds of progress:

- Academic progress. This measures how well they are learning in their subjects.
- Personal development. This measures other things such as independence, self-managing behaviours, getting on well with others, communicating with other people.

This is how we assess **academic** progress:

- Your child's progress is continually monitored by his/her class teacher
- His/her progress is reviewed formally in our Pupil Progress meetings each half term.
- If your child is in Year 1 and above, but not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. These levels are called 'P levels'
- At the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If additional requirements are needed, this will be arranged in school.
- All Children on the SEND register have a Pupil Passport which is reviewed every half- term or an SEN Support Plan which is reviewed termly and the plan for the next term made. The desired outcomes allow us to focus on academic progress measures.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

This is how we assess **personal development** progress:

- Your child's progress is continually monitored by his/her class teacher
- All Children on the SEND register have a Pupil Passport which is reviewed every half-term or an SEN Support Plan which is reviewed termly and the plan for the next term made. The desired outcomes allow us to focus on non-academic progress measures, e.g. attention, concentration, communication, social awareness.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

10. What arrangements do we have for supporting children and young people in moving between phases of education and in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEND and a number of strategies are in place to enable effective transition.

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are joining from pre-school or from a different nursery setting, we will contact the SENDCo to ensure we know about any special arrangements or support your child may need.
- If pupils are joining from or to another school, we will contact the SENDCo to ensure both schools know about any special arrangements or support that need to be made for your child.

Also we recognise,

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Moving Classes within School:

- Information will be passed on to the new class teacher in advance and in most cases, a transition meeting will take place where the targets for the new Pupil Passport will be discussed.
- All children have an opportunity to spend time with their new class teacher at the end of the Summer Term.
- It may be appropriate for your child to have additional transition activities planned. If you feel this is necessary please talk to the SENDCo.

Transition to the next school:

The transition programme in place for pupils provides a number of opportunities for Y6 pupils to visit their new school throughout the year. Pupils with SEND will have extra visits to meet staff and become familiar with the layout of the building.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to St.Benet Biscop Academy, the SENDCos of both schools and the Head of Year 7 will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

11. How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

When a pupil has been identified as having special educational needs, the curriculum and learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists.

In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as physical aids, ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

The following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception.
- The school is on one level with easy access and double doors where appropriate.
- All classrooms can be accessed, internally and externally, by all pupils. Ramps ensure the hall is accessible externally and a stair lift provides internal accessibility.
- One toilet in the main corridor has been adapted to ensure accessibility for pupils and visitors with a disability. There are two toilets in the KS2 corridor, one for boys and one for girls, accessible for pupils with a disability.

We are always happy to discuss any requests for adaptations to the curriculum, classroom environment or other aspects of school life eg sports events, educational visits.

Please see the school Accessibility Plan which sets out adaptations we make to the school environment to remove barriers to learning.

12. What expertise and training do our staff have to support children and young people with SEND, including how specialist expertise will be secured?

St.Bede’s staff receive a range of training at three levels; awareness, enhanced and specialist.

Awareness training has been provided to all staff on:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with speech, language and communication difficulties

Enhanced training (TAs and SENDCo)

- ELSA (Emotional Literacy Support Assistant)
- Supporting pupils on the Autistic Spectrum
- Leading a Nurture Group
- Leading Speed Up Handwriting
- Attendance at the SENDCo Update meetings.

Specialist training:

- All teachers are trained in behaviour that challenges
- Four members of staff have been trained in Mental Health First Aid to support children and adults.
- Two members of staff have been trained to deliver the BU Programme which is a group intervention that aims to build young people’s resilience to cope with the emotional challenges of everyday life, learning and school and develops their foundations for positive mental health.
- Members of staff across school are MAPA trained (Managing Actual and Potential Aggression).
- The school has visits from the Northumberland Inclusive Education Service specialist teachers who provide training and advice to staff to support the success and progress of individual pupils when appropriate.
- The Speech and Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered either by a therapist at the clinic or by a Teaching Assistant who has received training from the therapist.
- The Governor with specific responsibility for SEND has completed the SEND Governor training.

The school has access to a range of specialist support through the Central Locality Hub.

Type of need	What other services and expertise we access.
Speech, language and communication needs (SLCN)	Support staff with additional training.

NIES – Northumberland Inclusive Education Service	School has access to a speech and language therapist who comes into school each term to assess and review pupils, create therapy plans and meet with support staff to discuss how the plans might best be delivered. We also have access to a specialist teacher/speech and language therapist in the NIES SLCN Team who provides expert advice on language and communication needs.
ASD, including Asperger’s Syndrome and Autism	Support staff with additional training. We have access via the NIES – Autism Team to an ASD specialist teacher. We can refer children to the school nurse, the primary mental health team and CYPS (Children and Young People’s Service) for advice and support via the Central Locality Hub.
Learning difficulties (MLD SLD)	Teaching staff receive CPD as required. We also have access to specialist support from NIES.
Specific learning difficulties (SpLD).	We have resources available in school to help identify children with specific learning difficulties. We also have access to specialist support from NIES.
Social, emotional and mental health difficulties (SEMH)	We employ a counsellor one and a half days per week in school providing 1:1 or small group support to pupils. We have access to specialist support from the NIES – Emotional Wellbeing and Behaviour Team. We can refer children to the school nurse, the primary mental health team and CYPS (Children and Young People’s Service) for advice and support via the Central Locality Hub.
Vision impairment (VI),	We access support from the Sensory Support service at a level deemed appropriate by them.
Hearing impairment (HI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Multi-sensory impairment (MSI)	We access support from the Sensory Support service at a level deemed appropriate by them.
Physical disability (PD)	We offer a school building that is mostly accessible to children with mobility issues. We can also request support from Occupational Therapy, Physiotherapy or a school nurse.

In addition, we have good working relationships with Children’s Services who will provide support if a child is “looked after” or may be involved if a child has an EHA (Early Help Assessment).

Please see our Looked After Children Policy.

13. How do we evaluate the effectiveness of the provision

made for children and young people with SEND?

Quality First Teaching

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team, the SENDCo, external verifiers,
- ongoing assessment by the class teacher of progress made by pupils with SEND,
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- half-termly pupil progress meetings between the SENDCo and class teacher allow an evaluation of the effectiveness of the strategies and resources used.

SEN Support

The effectiveness of school support is evaluated through:

- half-termly review of individual Pupil Passports, provision maps and SEND pupil tracking.
- pupil and parent feedback on the quality and effectiveness of interventions provided at the half termly review meetings.

Education and Health Care Plan

In addition to the ways identified above, EHC Plans are monitored by the LA.

14. How are children and young people with SEND enabled to engage in activities available with children and young people in school who do not have SEND?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to **ensure** that no child with SEND is excluded from any school provided activity.

Also, please see our Accessibility Plan.

15. How do we provide support for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying

Quality First Teaching

We know our children at St.Bede's really well and every member of staff treats our children equally but differently. The class teacher is the first person to offer pastoral care. Pupils who find outside class times difficult are provided with alternative

opportunities within the school and action is taken to develop their social interaction skills.

SEN Support

Small nurture groups or 1:1 mentoring to support pupil's well-being are delivered to targeted pupils and groups. The BU Programme is a group intervention. These interventions aim to support improved social interaction skills, emotional resilience and well-being. We employ a counsellor one and a half days per week in school providing 1:1 or small group support to pupils as appropriate.

If there is a greater concern, we would work with the family to produce a formal support plan which may include advice and input from outside agencies.

For further information please see our behaviour, anti-bullying, cyber-bullying and e-safety policies.

<p>16. How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?</p>
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Please see sections 10 and 12 above.

Pupils with medical needs

Pupils with medical needs will be provided with an Individual Health Plan, compiled in partnership with the parents and if appropriate, the school nurse and the pupil themselves.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2015 and identified in the School Medicine Administration Policy.

Support services for parents of pupils with SEN include:

- [Northumberland SEND Information, Advice and Support Service](#) provides free confidential and impartial information, advice and support to children and young people with special educational needs or disabilities up to the age of 25, and their parents and carers. The service can be contacted on 01670 623555.
- [The Families Information Service \(FIS\)](#) is a free, impartial service providing information on a wide range of services for children and young people in Northumberland and their families. The service also provides detailed advice on childcare and early years educational provision. They can be contacted on 0800 023 44440 (Freephone), 01670 624889 or fis@northumberland.gov.uk

- The Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>
- Parents and carers can appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here sendistquiries@hmcts.gsi.gov.uk

17. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you are unhappy about any issues regarding the school's response to meeting your child's needs please contact the following:

- The SENDCo
- The Headteacher

For complaints, please contact the School Governor with responsibility for SEND, Mrs Sarah Legge, and they can be contacted via the school office.