

*This policy is informed by our Trust's vision of inspiring all - pupils, staff and our communities - to believe in their own ability in order for them to achieve the best possible outcomes, both academically and socially. By living by our values of being innovative, responsible and caring, we create powerful learning communities - positively impacting all of the Weaver Trust community.*

## 1. Introduction

- 1.1 At Weaver Trust, our core mission is to 'Inspire, Believe, Achieve'. We are a Trust of Opportunity for all children.
- 1.2 The Trust is committed to addressing and removing the barriers to accessing school and learning which may be faced by children with Special Educational Needs and Disabilities (SEND). Across all Weaver Trust schools and for all children, we work to **inspire** a life-long love of learning. We encourage the development of enquiring minds and an openness to new experiences. This is underpinned by a comprehensive, interconnected and progressive curriculum, reflective practice and evidence-based approaches to teaching and learning. Children are supported to **believe** in themselves as learners and in their ability to make progress from their individual starting points. Every child is nurtured and valued as a member of their school community. We work to foster resilience, self-belief and to enable children to have independence and agency in their school experience. Children and staff at Weaver Trust schools work within an aspirational culture of high expectations to **achieve** ambitious targets and to make effective transitions to the next stages in their learning. Working closely with parents and carers we aim to be at the heart of our local communities and to develop a sense of belonging for our children.
- 1.3 Weaver Trust Schools are welcoming, inclusive and happy places where children with SEND are respected, listened to and valued. Child and family voice is central to planning and provision and our practice is person-centred and trauma-informed.
- 1.4 Weaver Trust has developed this policy to ensure that the needs of all pupils with SEND are identified at the earliest opportunity through robust assessment practices. Schools will follow the Graduated Approach to assess, plan, do and review provision. Reasonable adjustments will be made to support pupils to fully access the curriculum and to take part in the full range of learning and social opportunities offered by our schools. Weaver Trust Schools will ensure that all pupils feel safe and well supported and that parents and carers are confident in the provision in place for their child.
- 1.5 This policy was developed in consultation with all stakeholders, including parents, families and reflects the SEND Code of Practice, 0-25, 2015.

## 2. Aims and Objectives

### 2.1 Aims

- Weaver Trust is committed to making sure all pupils have the chance to thrive and will support them to meet their full potential.
- All pupils will be taught an inspiring, broad, balanced and progressive curriculum.

- Our schools are inclusive environments where provision is tailored to the needs, talents and abilities of pupils, no matter how varied.
- Appropriate resources and learning experiences will be matched to the needs of each pupil.
- Pupil progress will be regularly monitored and reviewed to ensure the early identification of needs.
- Intervention and additional provision will be flexible, targeted and appropriate for each pupil.
- Our schools work in partnership with parents / carers, sharing information and including them in their child's educational journey.

2.2 **Our SEND policy and Information Reports (for individual schools) aim to:**

- Set out how each school in Weaver Trust will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing a quality education for pupils with SEND.

2.3 **Objectives.** Across all schools Weaver Trust will:

- Support and make provision for all pupils with special educational needs and disabilities.
- Implement robust assessment and monitoring to ensure early identification of needs.
- Work within the guidance in the SEND Code of Practice, 2015.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs, so that pupils with SEND can engage in all the activities of the school alongside their peers.
- Help pupils with SEND fulfil their aspiration and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Communicate effectively with pupils with SEND and their parents / carers and involve them in discussions and decisions about support and provision.
- Provide a Special Educational Needs and Disabilities Coordinator (SENDSCO) or Inclusion Coordinator (INCO) in each school who will work within the SEND Policy.
- Provide training, support and advice to all staff working with pupils who have special educational needs and / or disabilities.

2.4 **Legislation and guidance**

2.4.1 This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010 (Section 20) which sets out schools' duties to make reasonable adjustments for pupils with disabilities.

- The Public Sector Equality Duty (Section 149 of the Equality Act 2010) which sets out schools' responsibilities to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it.
- The Governance Handbook, which sets out governors' / trustees' responsibilities for pupils with SEND.
- The School Admissions Code, which sets out schools' obligation to admit all pupils whose Education, Health and Care Plan (EHCP) names the school, and their duty not to disadvantage unfairly children with a disability or with special educational needs.
- This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

- 3.1 A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
- 3.2 Pupils have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
  - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- 3.3 Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities. All schools in Weaver Trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### **4. Roles and Responsibilities**

- 4.1 Each school will appoint a SENDCO (Special Educational Needs and Disability Co-ordinator) or INCO (Inclusion Co-ordinator). Our SENDCOs are Holly Wetherall and Daisy Thomson.
- 4.1.1 The SENDCO / INCO will:
- Work with the school's Executive Headteacher, Headteacher, Head of School and SEND governor to implement the SEN policy and provision in the school and support the strategic development of SEND policy and provision.
  - Inform any parent and carer that their child may have SEN and then liaise with them about the pupil's needs and any provision made
  - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
  - Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
  - Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is implemented.
- Liaise with potential next providers of education to ensure that the pupil and their parents are informed about their options and the process and that a smooth transition is planned.
- When a pupil moves to a different school or institution, make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Executive Headteacher / Headteacher / Head of School and Local Education Committee to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps accurate and up to date records of pupils with SEND.
- With the Executive Headteacher, Headteacher or Head of School, monitor any staff who have specific training needs regarding SEN and incorporate this into the school's plan for continuous professional development.
- With the Executive Headteacher, Headteacher or Head of School regularly evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEN Information Report and any updates to this policy.
- With the SLT and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

4.2 The SEND Governor is Nousheen Bell.

4.2.1 Each school in Weaver Trust will appoint a SEND Governor to the Local Education Committee. The SEND Governor will:

- Help raise awareness of SEND issues at Local Education committee (LEC) meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the LEC on this.
- Work with the Executive Headteacher, Headteacher, Head of School and SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.3 **The Executive Headteacher / Headteacher**

4.3.1 The Executive Headteacher / Headteacher will:

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability and their progress.
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

- Work with the SENDCO and LEC to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have responsibility for monitoring the school’s notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCO, advise the LA when a pupil requires an EHC Needs Assessment or when an EHCP needs an early review.
- With the SENDCO monitor to identify any staff who have specific training needs regarding SEN and incorporate this into the school’s plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school’s identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

#### 4.4 Teaching Staff

4.4.1 We believe that every teacher is a teacher of every child, therefore we all share responsibilities for meeting the needs of pupils with or without SEND. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

4.4.2 Each class teacher is responsible for:

- The progress and development of every pupil in their class, planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil’s progress and development and to identify any potential changes to provision
- Work with the Headteacher to review and agree any changes to a child’s SEN provision
- Ensuring that they follow this SEND policy and the SEN Information Report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them.
  - Discuss the activities and support that will help achieve the set outcomes.
  - Identify the responsibilities of the parent, the pupil and the school.
  - Listen to parent concerns and identify their aspirations for the pupil.

#### 4.5 Parents and Carers

4.5.1 Parents and Carers should inform the school if they have concerns about their child’s progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

All Weaver Trust schools will consider the views of the parent or carer in any decisions made about the pupil.

#### 4.6 **The Pupil**

4.6.1 Pupils at Weaver Trust Schools will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support, taking their age and stage of development into account. This might involve the pupil:

- Explaining their strengths and difficulties.
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

### 5. **Identifying Pupils with Special Educational Needs**

5.1 All Weaver Trust schools have in place clear, robust and evidence-based assessment procedures and regular pupil progress monitoring. The aim is to ensure that the needs of pupils with SEND are identified and understood at the earliest opportunity, so that barriers to learning and social opportunity can be addressed and removed.

5.2 Class teachers will make regular assessments of progress for all pupils and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap.

5.3 This may include progress in other areas other than attainment, for example, in social, emotional and mental health needs. When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise this with the SENDCO / INCO through pupil progress meetings. After following an assess, plan, do, review

graduated approach, if it is determined that the concern may relate to a special educational need, consultation will take place with the pupil's parents or carers and referrals to external agencies may be made.

5.4 We will assess each pupil's current skill and levels of attainment on entry to the school, which will build on previous settings and Key Stages, where appropriate. It should be noted that slow progress and low attainment will not automatically mean that a pupil has SEN.

5.5 All pupils in each school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. The teacher and SENDCO consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This also includes high quality and accurate formative assessment, using effective tools and early assessment materials. Potential short-term causes of impact on behaviour or performance will be considered, such as social difficulties, bullying, bereavement and adverse childhood experiences.

5.6 If a child has a higher level of need, the school will access outside agencies to undertake necessary assessments to give a balanced and whole picture of the child's needs. If additional and/or different provision is required, then discussions will be held with parents and carers and the pupil will be placed on SEND support. We are committed to early identification of a pupil's needs and adopt a graduated response to meeting these needs in line with the SEND Code of Practice.

5.7 When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether something different or additional is required. Schools always consider other reasons that may impact on progress and attainment. These may include:

- Disability
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman.

5.8 Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

## **6. Consulting and Involving Pupils and Parents**

6.1 Weaver Trust schools will place the pupil and their parents / carers at the heart of all decisions made about SEND provision. It is important to us that parents and carers feel part of the school community, can share their views with us and are recognised as key partners in their child's education.

6.2 We will have an early discussion with the pupil and parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parent / carer concerns are considered



- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

6.3 Notes of these early discussions will be added to the pupil's record and shared with parents/carers.

6.4 We will formally notify parents when it is decided that a pupil will receive SEND support. Reports to parents take place through open dialogue. Written reports are sent home annually, and parents evening takes place twice each year. Where a child has a particular need in relation to SEND, dialogue takes place with parents more regularly and termly feedback is provided on their child's progress. Additional meetings are also available with the school SENDCO or school staff.

## **7. Assessing and Reviewing Pupils' Progress Towards Outcomes**

7.1 We will follow the graduated approach and use the four-part cycle of assess, plan, do, review.

7.1.1 The class teacher will establish, with the SENDCO, a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant.

7.1.2 The assessment will be reviewed regularly.

7.1.3 All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on pupil's progress and wellbeing.

7.1.4 Information about the graduated approach will be recorded in an individual pupil SEND Profile. This will be updated by the class teaching team each half term and monitored by the SENDCO / INCO. Profiles will be shared with parents / carers so that they are fully aware of the planned support and intervention. Parents and carers may be asked to reinforce or contribute to their child's progress at home.

## **8. Our Approach to Teaching Pupils with SEND**

8.1 Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

8.2 High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils. High-quality teaching is the provision that all children have in class regardless of ability. Through rigorous monitoring and assessment, training and resources, each school ensures that all children receive this.

8.3 We recognise that children and young people are not all the same and that some require additional support in order for them to fulfil their potential.

8.4 The progress of all children is tracked termly and this enables us to assess how much progress each child is making throughout the year. We also discuss each of our pupils at pupil progress meetings to ensure we have



an accurate picture of the full needs of each child. All staff liaise with the SEND Coordinator if they think a child might benefit from additional support.

8.5 The curriculum is adapted to enable children to:

- Understand the relevance and purpose of learning
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.6 Teachers have responsibility for:

- Setting suitable learning challenges
- Responding to pupils' barriers to learning and assessment for individuals and groups of pupils.

8.7 If it is felt that a pupil would benefit from additional support, our schools follow the Graduated Approach and parents/carers are informed that their child will receive SEND support. SEND support is when a child has not made the expected progress despite school having taken relevant, purposeful action to identify, assess and meet the SEND. School will put in place targeted interventions and making adaptations to ensure that each pupil's needs are met.

8.8 We make the following adaptations to ensure all pupils' needs are met through:

- Differentiating our curriculum to ensure that all pupils are able to access it, for example, by providing additional scaffolds, by flexible grouping, 1:1 work, teaching style, content of the lesson. Where a child receives targeted individualised intervention supported by a teaching assistant, class teachers retain responsibility for planning and assessing the impact on progress. The SENDCO / INCO will support teachers in further assessing a pupil's strengths and needs, in problem solving and advising on how to implement support effectively.
- Teachers will include reasonable adjustments in their planning to address barriers to learning which may be experienced by pupils with SEND. These may include – but are not limited to – providing additional resources or scaffolding, use of technology, alternative means of recording work, coloured overlays, adapted text, visual aids, additional adult support.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc. Teachers will use a range of teaching strategies to consider the different learning styles of their pupils. This will recognise that some pupils may require additional time to process information, benefit from pre-teaching of key vocabulary or skills, or require physical resources to reinforce verbal information.

8.9 School may seek professional advice and support from external support services. Parental consent will always be sought when the school seeks external support. External support services will require access to pupils' records in order to understand the strategies employed by the school. Advice from external support will be incorporated in the child's targets. Strategies advised may be implemented by the class teacher, teaching assistant or involve other adults.

8.10 Some pupils with SEN require additional funding in order to provide them with the level of support required to make progress. If this is the case, the SENDCO, with the class teachers and parents/carers, will complete the paperwork required for additional funding known as 'Element 3 Top up Funding'. The Local Authority will

decide whether additional funding is needed. This funding is awarded for 12 months and is reviewed annually. Schools will record how this funding is deployed to support the pupil in a SEND Profile. On the census these pupils will be marked with the code K.

- 8.11 The school can request a ‘Statutory Assessment’ from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. From September 2014 this statutory assessment may result in an Education Health and Care Plan (EHCP). An EHCP is a legal document and the school must ensure that the requirements set out in them are met. EHCPs are reviewed annually, with the Year 5 review indicating provision required at secondary school. Provision for pupils with an EHCP will be funded through the school’s notional SEND budget and potentially from the LA high-needs funding block of the dedicated schools grant. On the census, these pupils are marked with the code E.

## **9. Training & Resources**

- 9.1 Training will be regularly provided to teaching and support staff. Headteachers and SENCOs will continuously monitor to identify any staff in their schools who have specific training needs and will incorporate this into the school’s plan for continuous professional development. External professional advice, such as SALT or Educational Psychology, may identify specific support which requires further staff training.
- 9.2 Staff training may be provided by experienced or specialist staff within Weaver Trust, by external training providers or by specialist services such as Speech and Language Therapists. Training will be delivered during staff meetings, INSET or off site.

## **10. Monitoring and Evaluation of SEND**

- 10.1 Each school has a stringent process of regularly and carefully monitoring and evaluating the quality of provision that we offer all pupils. This is done through regular audits, parent/carer views, pupil’s views and staff views.
- 10.2 The Local Education Committee of each Weaver Trust school will appoint a SEND Governor who will monitor provision and report to the regular LEC meetings.
- 10.3 Pupil progress meetings and data tracking provides close monitoring of pupils’ attainment, targets relating to the National Curriculum, patterns of movement on the SEN Record of need and any other indicators. This active process of continual review and improvement of provision also includes the Foundation Stage Profile.
- 10.4 We evaluate the effectiveness of provision for pupils with SEN by:
- Reviewing pupils’ individual progress towards their outcomes each term
  - Reviewing the impact of interventions on a regular basis
  - Using pupil questionnaires
  - Monitoring by the SENDCO
  - Using provision maps to measure progress
  - Holding annual reviews for pupils with ‘Top up Funding’ and EHC plans.

11. **Supporting Pupils at School with Medical Conditions – Please refer also the policy ‘Supporting Pupils with a Medical Condition’**

- Each school in Weaver Trust recognises that pupils with medical conditions should be properly supported so that they have full access to quality educational provision. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act.
- Some children may have special educational needs (SEND) and may have an Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.
- School will ensure that sufficient staff are suitably trained and aware of the child’s medical condition.
- Arrangements will be in place in case of staff absence to ensure someone is always available and supply teachers are briefed as needed to support the child in the short term.
- Risk assessments are carried out for school visits and other school activities outside the normal timetable.
- Individual Health Care Plans are monitored.
- If formal diagnosis is not available and a pupil’s medical condition is unclear, or where there is a difference of opinion, judgements are made on what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents.

## **12. Transition**

- 12.1 If a child has already been identified with special needs before reaching statutory school age, Weaver Trust schools work closely with parents and early years’ providers to plan an effective transition into school. All information relating to the child will be shared at an Action for Inclusion meeting to which parents / carers and all involved professionals are invited.
- 12.2 Children with SEND who are transferring to secondary education will be supported through a carefully planned transition which will be discussed with parents and carers. For children with an EHCP, this will be at the Year 5 Annual Review, which should be held in the Spring Term. At this meeting, parental preference for secondary school must be discussed and recorded before being submitted to the Local Authority. The child’s EHCP should be updated to reflect their progress and to recommend new outcomes. Children with SEND but without an EHCP may also benefit from an enhanced transition. The class teacher and SENDCO/INCO will liaise with parents and carers to ensure that this is in place.
- 12.3 Transferring from class to class and across key stages is carefully planned with “Meet the Teacher” visits for children and parents / carers. School teams, in conjunction with the SENDCO / INCO ensure that all records are updated and shared.
- 12.4 Weaver Trust schools will make appropriate exam access arrangements for pupils with SEND. These will be considered on an individual basis and in line with the support normally in place for the child and statutory guidance, where appropriate.
- 12.5 Pupils who have medical conditions have their education needs met on an individual basis and advice is sought from health colleagues and other relevant agencies as appropriate. See Section 11 and the policy ‘Supporting Pupils with a Medical Condition.

## **13. Supporting Pupils & Families**

13.1 Families can access information on the Cheshire West and Chester Local offer via the ‘Live Well Cheshire West’ website, [livewell.cheshirewestandchester.gov.uk](http://livewell.cheshirewestandchester.gov.uk) or for Halton at [localoffer.haltonchildrenstrust.co.uk](http://localoffer.haltonchildrenstrust.co.uk)

13.2 Weaver Trust Schools place children and families at the heart of SEND practice and decision making. School staff and the SENDCO / INCO will work closely with parents and carers, signposting to relevant agencies and external sources of support. Parents and carers will be consulted and involved at every stage of the graduated approach and all information relating to their child will be made available.

#### **14. Complaints about SEN Provision**

14.1 Parents/Carers wishing to make a complaint about any aspect of educational need should initially contact the school’s SENDCO / INCO to discuss the matter. The SEND governor and Headteacher will also be happy to meet with parents to discuss any issues they may have. If the complaint cannot be resolved, then a copy of the schools Complaints Procedures document is available on request. The Headteacher and LEC assure parents and carers that they will try to investigate all complaints speedily, efficiently, fully and fairly by the appropriate procedure.

#### **15. Monitoring Arrangements**

15.1 This policy and information report will be reviewed regularly. It will also be updated if any changes to the information are made during the year.

#### **16. Links with Other Policies and Documents**

16.1 This policy links to the following documents:

- SEN Information Report
- Accessibility Plan
- Admissions Policy
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy.