James Bateman Middle School

Special Educational Needs and Disability Policy

Policy owner	C Fletcher
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Linked policies and documents	

Aims and Objectives:

Our Special Educational Needs and Disabilities (SEND) policy is designed to:

- Ensure full compliance with national legislation and guidance regarding pupils with SEND.
- Outline how James Bateman Middle School will:

    - Support and provide tailored provision for pupils with special educational needs and disabilities.
    - Enable pupils with SEND to access all aspects of school life, allowing them to engage fully alongside their peers who do not have SEND.
    - Help pupils with SEND achieve their best and work towards fulfilling their aspirations.
    - Support pupils with SEND in becoming confident, independent individuals capable of leading fulfilling lives.
    - Provide support for students with medical conditions in order to ensure that they are able to access a full and varied curriculum by consulting with parents/carers and professionals to create individualised care plans
    - Work collaboratively with outside agencies to ensure that students with SEND have access to a range of support
    - Make reasonable adjustments to ensure that students with SEND are able to access all aspects of school life

- Engage with pupils with SEND and their parents or carers, ensuring their active involvement in decisions and discussions about the support and provision in place for the pupil.
- Clearly define the roles and responsibilities of all staff in providing effective support for pupils with SEND.
- Ensure that the SEND policy is consistently understood, implemented, and upheld by all staff members.

Vision and Values:

At James Bateman Middle School, we are committed to ensuring that every student with special educational needs and disabilities (SEND) receives the support they need to thrive. This policy outlines how we will make appropriate provision for all students with SEND, ensuring their needs are effectively communicated to all staff involved in their education. We aim to empower our teachers with the knowledge and resources to identify and support students with SEND, enabling them to participate fully in school life alongside their peers, wherever it is practical and in the best interest of the child.

To support this, in-class provision will be reviewed termly, ensuring that students with SEND have access to the full curriculum. Our approach aligns with the SEND Code of Practice 2014, and we are committed to informing parents when SEND provision is implemented for their child.

We value a strong partnership with parents, recognising their unique insights and the vital role they play in their child's education. Parents will be treated as equal partners, supported to actively participate in planning and reviewing their child's provision, ensuring that their perspectives and knowledge are central to decision-making.

We also believe in empowering young people with SEND to voice their needs and preferences. Their input is invaluable in shaping the support they receive, and we will encourage their active involvement in decisions about their education, including assessments, reviews, and transition planning.

Legislation and Guidance:

This policy is informed by the statutory **Special Educational Needs and Disability (SEND) Code of Practice** and the following key pieces of legislation and guidance:

- **Part 3 of the Children and Families Act 2014:** Outlines schools' responsibilities for supporting pupils with SEND.

- **The Special Educational Needs and Disability Regulations 2014:** Defines the responsibilities of local authorities and schools regarding Education, Health and Care (EHC) plans, the role of SEN coordinators (SENDCOs), and the SEN Information Report.
- **The Equality Act 2010 (Section 20):** Establishes the school's duty to make reasonable adjustments for pupils with disabilities.
- **The Public Sector Equality Duty (Section 149 of the Equality Act 2010):** Requires the school to eliminate discrimination, harassment, and victimisation; promote equality of opportunity; and foster good relations between individuals with protected characteristics (including disabilities) and those without.
- **The Governance Handbook:** Highlights governors' and trustees' responsibilities for pupils with SEND.
- **The School Admissions Code:** Ensures the school admits all pupils whose EHC plan names the school and prohibits unfair disadvantage to children with disabilities or special educational needs.

Equal Opportunities and Inclusion:

The school aims to ensure that it meets the needs of all students, taking into consideration gender, ethnicity, religion, culture, language, sexual orientation, age, ability, disability and social circumstance. Our aim is to be a fully inclusive school that prepares its students for a multicultural and diverse society.

In order to create a fully inclusive learning environment, we will aim:

- to provide support for students who need help with their communication and interaction skills
- to engage with external agencies to ensure students have an individual programme of support
- to help students manage their own behaviour and learning in order for them to become independent learners
- to encourage students to participate in a range of activities both inside and outside of the classroom
- to encourage students to be tolerant towards others regardless of their background and to develop empathy towards others

Definitions:

- **Special Educational Needs:**

Students have special educational needs and disabilities if they have a learning difficulty that calls for **special educational provision** to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than most children of the same age.
- 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.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

- **Disability:**

A person is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The school is committed to making reasonable adjustments to ensure that students with disabilities are not placed at a significant disadvantage compared to their peers.

- **Four areas of need:**

The needs of pupils with SEND fall into four broad categories. A pupil's needs may span multiple areas and can evolve over time. Interventions will be tailored to address the specific area(s) of need relevant to the pupil at any given time.

AREA OF NEED	DESCRIPTION
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

- **SENDCo:**

At our school, the SENDCo is Mrs. Catherine Fletcher, who can be contacted through our office.

The SENDCo will:

- Inform parents if their child may have SEND and collaborate with them to understand the student's needs and any provision made.
- Work with the headteacher and SEND governor to guide the strategic development of the SEND policy and provision across the school.
- Take day-to-day responsibility for implementing the SEND policy and coordinating specific provision to support individual pupils with SEND, including those with Education, Health, and Care (EHC) plans.
- Provide professional advice and guidance to colleagues and work with staff, parents, and external agencies to ensure students with SEND receive suitable support and high-quality teaching.
- Advise on the graduated approach to SEND support and differentiated teaching methods tailored to individual pupils.
- Offer guidance on allocating the school's SEND budget and resources to meet pupils' needs effectively.
- Act as a key point of contact for external agencies, including the local authority and its support services, to ensure appropriate provision is in place.
- Liaise with potential next providers of education to inform pupils and parents about options and ensure smooth transitions.
- Ensure that all relevant information about a pupil's SEND and the provision made is shared promptly when a student moves to another school or institution.
- Collaborate with the headteacher and governors to ensure the school complies with the Equality Act 2010, particularly regarding reasonable adjustments and access arrangements.
- Maintain accurate, up-to-date records of all pupils with SEND.
- Work with the headteacher to identify and address staff training needs regarding SEND, incorporating these into the school's professional development plans.
- Regularly review and evaluate the effectiveness of the SEND support offered by the school and cooperate with the local authority in reviewing and improving the local offer.
- Prepare and update the school's SEND information report and contribute to any updates of this policy.
- With the headteacher and teaching staff, analyse patterns in the identification of SEND within the school and compare these with national data to enhance teaching quality and provision.

- **Governors**

The governing board is responsible for ensuring the following duties are carried out, although these responsibilities may be delegated to a committee or an individual:

- Collaborate with the Local Authority (LA) in reviewing the provision available locally and in developing the local offer.
- Ensure that every student with SEND receives the support they need.
- Ensure that students with SEND are able to participate in school activities alongside students without SEND.
- Inform parents when the school is making special educational provision for their child.
- Ensure that appropriate arrangements are in place to support students with medical conditions.
- Provide access to a broad and balanced curriculum for all students.
- Maintain a clear approach to identifying and responding to SEND.
- Ensure that parents receive regular reports on their child's progress.
- Accurately record and keep up to date the provision made for students with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in the form of a SEND information report.

- Publish details about the arrangements for the admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others, the facilities provided to assist access for disabled students, and the school's accessibility plans.

➢ **Headteacher:**

The headteacher will:

- Collaborate with the SENDCO and the SEND link governor to guide the strategic development of the SEND policy and provision within the school.
- Work with the SENDCO and school governors to ensure the school fulfils its obligations under the Equality Act 2010, particularly regarding reasonable adjustments and access arrangements.
- Maintain overall responsibility for the provision for students with SEND and their progress.
- Oversee the monitoring of the school's notional SEND budget and any additional funding provided by the local authority to support individual students.
- Ensure the SENDCO has sufficient time to perform their duties effectively.
- Maintain an overview of the needs of the current cohort of students on the SEND register.
- Notify the local authority when a student requires an EHC needs assessment or when an EHC plan requires an early review.
- Work with the SENDCO to identify staff requiring specific SEND training and incorporate these needs into the school's professional development plans.
- Regularly review and evaluate the scope and impact of SEND support offered by the school or accessible externally, in partnership with the SENDCO, and cooperate with the local authority to review and enhance local provision and the local offer.
- Analyse, with the SENDCO and teaching staff, any patterns in the identification of SEND within the school and compare these with national data to reflect on and strengthen the quality of teaching.

➢ **Class Teachers:**

Each class teacher is responsible for:

- Planning and delivering high-quality teaching that is appropriately differentiated to meet the needs of students through a graduated approach.
- Overseeing the progress and development of every student in their class.
- Collaborating with teaching assistants or specialist staff to plan, evaluate the impact of support and interventions, and integrate these into classroom teaching.
- Working alongside the SENDCO to review each student's progress and development and determine any necessary changes to provision.
- Adhering to this SEND policy and the SEND information report.
  - Maintaining regular communication with parents to:
  - Set clear goals and review progress towards them.
  - Discuss activities and support strategies that will help achieve these goals.
  - Clarify the responsibilities of the parent, the student, and the school.
  - Listen to parents' concerns and align on aspirations for the student.

➢ **Parents/Carers:**

Parents or carers should notify the school if they have any concerns about their child's progress or development. For students on the SEND register, parents or carers will always have the opportunity to share information and provide their perspectives on their child's SEND and the support offered. They will be included in discussions and decisions about this support and will:

- Be invited to meetings to review the support in place for their child.
- Be asked to share information about the impact of SEND support outside of school and any changes in their child's needs.

- Have the opportunity to raise concerns and, together with school staff, set aspirations for their child.
- Receive an annual report on their child's progress.

The school will consider the views of parents or carers when making decisions regarding the student.

- **Students:**

Students will always have the opportunity to share information and express their views about their SEND and the support they receive. They will be encouraged to take part in discussions and decisions regarding this support. This may include:

- Describing their strengths and challenges
- Contributing to setting goals or outcomes
- Attending review meetings
- Providing feedback on the effectiveness of interventions

Whenever possible, the student's views will be considered in decisions that affect them.

Our Approach to SEND Support

- **Identification, Assessment and Provision:**

When students join our school, we will assess their current skills and levels of attainment. This process will build on information from previous settings and Key Stages, where applicable. We will also consider whether the student may have a disability and, if so, determine what reasonable adjustments the school may need to implement.

Class teachers will regularly assess the progress of all students and identify any who are making progress that:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or improve upon their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This assessment may also consider progress in areas beyond academic attainment, such as broader development or social needs. When teachers identify a student making slow progress, they will address the area of difficulty with adapted, high-quality teaching. If progress does not improve, the teacher will discuss the concerns with the SENDCo to explore whether the lack of progress may be linked to a special educational need. Where necessary, in consultation with parents or carers, the school may seek advice from external specialists.

Slow progress and low attainment do not automatically indicate that a student has SEND. Temporary factors, such as bullying or bereavement, which may impact behaviour or performance, will also be considered. Staff will take particular care in identifying and assessing SEND for students whose first language is not English.

When determining whether a student requires special educational provision, we will begin by identifying the desired outcomes, including expected progress and attainment, alongside the views and wishes of the student and their parents. This will guide decisions about the type of support needed and whether it can be provided through adjustments to our core offer or if additional or alternative support is necessary.

If a student is joining the school and:

- They have already been identified as having SEND by their previous setting
- They are known to external agencies
- They have an education, health, and care plan (EHCP)

the school will work collaboratively with other agencies to gather relevant information before the student starts, ensuring that appropriate support is in place as early as possible.

- **Involving students and parents:**

Our school is committed to placing students and their parents at the centre of all decisions regarding special educational provision.

When identifying whether a student requires special educational provision, we will engage in early discussions with the student and their parents. These conversations will ensure:

- A clear understanding of the student's strengths and areas of difficulty.
- That parents' concerns are fully considered.
- Agreement on the desired outcomes for the student.
- Clarity on the next steps to be taken.

Records of these discussions will be added to the student's file and shared with parents. Should it be determined that a student will receive special educational provision, parents will be formally notified.

- **Graduated Response:**

Once a student has been identified as having SEND, we will take-action to remove any barriers to learning and implement effective special educational provision. This support will be delivered through successive cycles of a 4-part process known as the graduated approach:

1. Assess

The student's class teacher and the SENDCO will conduct a thorough analysis of the student's needs. The views of the student and their parents will be integral to this process. The school may also seek guidance from external support services. Assessments will be reviewed regularly to ensure that the support provided aligns with the student's needs. For many students, observing how they respond to specific interventions is often the most effective way to identify their needs.

2. Plan

In consultation with the student and their parents, the teacher and the SENDCO will determine the appropriate adjustments, interventions, and support. They will agree on expected outcomes and set a clear review date. All staff working with the student will be informed of their needs, the desired outcomes, the support provided, and the teaching strategies required. This information will be documented on Arbor and made accessible through a Pupil Profile and APDR. Parents will be fully informed about the planned support and interventions and may be asked to contribute to their child's progress at home.

3. Do

The student's class or subject teacher retains primary responsibility for their progress. If the plan includes group or one-on-one instruction outside the main classroom setting, the teacher will still oversee the student's progress. They will collaborate closely with teaching assistants or specialist staff to plan, deliver, and assess the impact of interventions, ensuring they integrate well with classroom learning. The SENDCO will support the teacher by further evaluating the student's strengths and weaknesses, providing advice on effective strategies, and addressing challenges.

School offers the following entitlement:

- Booster classes are available for Year 6 students
- Paired and guided reading
- House points reward system
- Open access to a varied programme of lunchtime and after school activities and clubs
- Opportunities for students with SEND to represent their peers on councils etc.
- Dyslexia friendly classrooms
- Specific English and maths support
- KS3 Phonics Interventions
- Emotional Literacy Support Assistants (ELSA)
- Speech and Language programmes
- Support for sensory issues

- Reasonable adjustments such as scaffolding, use of manipulatives etc.
- Wellbeing provision
- Trauma Informed Practices
- Access to external agencies for specialist support and advice

4. Review

The effectiveness of the support and interventions, as well as their impact on the student's progress, will be reviewed according to the agreed timeline. The review will include:

- Input from the student and their parents.
- An evaluation of the student's progress towards their outcomes.
- Feedback from teaching staff working with the student.

Based on this evaluation, the teacher and SENDCO will revise the support plan and outcomes in consultation with the student and their parents, ensuring continued alignment with the student's progress and development.

- **Dyslexia Friendly:**

The school aims to use dyslexia friendly strategies in order to improve teaching and learning not just for dyslexic students, but for all students in the school.

As part of the school's Dyslexia friendly approach, we ensure that schemes of work include a variety of activities that allow students to show their knowledge without always having to complete written tasks; worksheets and interactive whiteboards present the correct font and coloured background; homework is scaffolded for dyslexic/SEND students who require this support; copying from the board is kept to a minimum; and dyslexia support materials (e.g. reading rulers and coloured overlays) are available in every classroom. Screening is available for those students who have been identified as having possible dyslexic traits by their teachers.

- **Levels of Support:**

1. **Monitoring:**

In addition to the SEND register, the school maintains a monitoring register for students who do not meet the criteria for formal SEND provision but may still require additional support or close observation. These students may:

- Be experiencing difficulties in certain areas of learning or personal development.
- Have needs that could become more significant without appropriate support.
- Be recovering from a temporary setback that affects their progress.

Students on the monitoring register will receive targeted interventions or adjustments as part of quality first teaching. Staff will regularly review their progress to determine whether additional support or further assessment is required. Parents will be informed about their child's placement on the monitoring register and any interventions being provided.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the student's behaviour.

2. **SEND Support:**

If, during the monitoring phase, a student continues to make inadequate progress despite additional support, it may be considered that the child has a SEND and should be placed on the Special Needs and Disabilities Register. When a student is identified as having SEND, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

If school concludes, after consulting parents, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENDCo will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individual programme.

In some cases, outside professionals will need to be involved in order to assess the child's needs and to offer advice as to the further support required. If this is the case, parents and carers will be fully involved in the referral, assessment, planning and review stages.

The SENDCo and the student's teachers should decide on the action needed to help the student to progress in the light of any assessment. This might be:

- to provide different learning materials or special equipment – making reasonable adjustments
- to introduce some group or individual support, where possible in class
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to support services for one-off occasional advice on strategies or equipment or for staff-training.

3. Enhanced Assess, Plan, Do, Review:

For a few students the help given by schools through **SEND Support** may not be sufficient to enable the student to make adequate progress. If necessary, a request may be made to the local SEND & Inclusion Hub for Enhanced, Assess, Plan, Do, Review (EAPDR).

The EAPDR (Enhanced Assess, Plan, Do, Review) Pathway provides a clear framework to ensure schools and educational settings are equipped to access additional advice, support, and resources to effectively meet the needs of children and young people.

This EAPDR process focuses on placing outcomes at the heart of all efforts to support students. It ensures that resources are made readily available to schools and settings, enabling them to address needs promptly and effectively.

The key objectives of the pathway are to:

- Support educational settings in meeting the needs of children and young people within their local mainstream schools.
- Ensure that children and young people's needs are identified and addressed at an earlier stage.
- Strengthen co-production in collaboration with children, young people, and families.
- Enhance multi-disciplinary collaboration and partnership working.
- Adopt a 'tell it once' approach, reducing the need for families to repeatedly share the same information.
- Maintain a centralised document to record pre-statutory interventions, capturing assessments and insights about the student over time, accessible to all professionals and parents/carers involved.
- Begin the graduated approach to meeting students' SEND with a focus on holistic outcomes.
- Promote consistent practices across the county while ensuring the student and their family remain at the core of discussions, planning, and decision-making in the context of their learning environment.
- Improve the quality and timeliness of Education, Health, and Care Needs Assessments (EHCNAs), when required.

- Enhance the quality of Education, Health, and Care Plans (EHCPs), based on the findings of an EHCNA.

This pathway ensures that all efforts are focused on achieving the best outcomes for children and young people with SEND.

Parents/carers and young people (where applicable) have the right to request an Education, Health and Care Needs Assessment directly from the Local Authority. This request can be made at any stage and does not require the completion of the EAPDR process beforehand. The school may also request an assessment in consultation with parents/carers.

4. Education, Health, Care Plan (EHCP):

Despite the additional support provided with EAPDR, a smaller number of children and young people may require further support that is not normally available in a school or educational setting. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the Local Authority to complete an assessment for an **Education and Health Care Plan (EHCP**). Where a request is made, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- the school's action through **SEND Support**
- the actions and outcomes of the **EAPDR**
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- levels of attainment in English and mathematics
- educational and other assessments, for example from an advisory specialist support teacher and an educational psychologist
- views of the parents and of the student

The assessment involves consideration by the Local Authority, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's special educational needs is necessary. A child will be brought to the Local Authority's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the case for an EHCP assessment of the child's special educational needs. They may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require an **Education and Health Care Plan (EHCP).**

An EHCP will include:

- the student's name, address and date of birth
- details of all of the student's special needs
- identify the special educational provision necessary to meet the student special educational needs
- identify the type/name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

All EHCPs will be reviewed at least annually with the parents, the student, the Local Authority and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified on the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

5. **English as an Additional Language:**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

- **Deployment of Teaching Assistants:**

Teaching Assistants are deployed as a priority to meet the provision as set out in individual student's EHCPs and where a student has a specific difficulty such as a physical disability. Teaching Assistants are then allocated to groups in order to support students at the Monitoring Phase, at SEND Support and those who have EHCPs.

- **Evaluating the Effectiveness of SEND Provision**

We evaluate the effectiveness of provision for students with SEND by:

- Tracking students' progress, including through the use of provision maps.
- Reviewing each cycle of the graduated approach as part of SEND support.
- Gathering feedback through student questionnaires.
- Conducting regular monitoring by the SENDCO.
- Holding annual reviews for students with EHCPs.
- Collecting feedback from students and their parents.

Expertise and Training of Staff

Training will be regularly provided to teaching and support staff. The headteacher and the SENDCO will continually monitor and identify any staff with specific training needs, incorporating these into the school's plan for ongoing professional development.

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Links with External Agencies

The school acknowledges that it may not be able to meet all the needs of every student on its own. When necessary, the school will collaborate with external support services to provide the best possible support for students with SEND. These may include:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists, or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Medical Conditions

Where a student is unable to access school due to an identified medical condition, strategies to continue to support their learning will be put into place:

- access to a laptop
- on-line learning where appropriate

- regular check-ins with key staff
- safe and well checks carried out
- wellbeing support where appropriate
- referral to external support agencies where appropriate

Complaints procedures:

Initially, all complaints from parents and carers about their child's Special Educational provision are made to the SENDCo who follows this up with relevant staff. However, if a parent is not satisfied with response given the Complaints procedure outlined in the school's prospectus may be followed.

Reviewed: November 2025