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Special Educational Needs and Disabilities (SEND) Policy

2026 – 2027

Adopted by

St John's CE Primary School

This policy is reviewed and updated annually by a Special Educational Needs and Disabilities Coordinator within the Trust. It is approved annually by the Trust and adapted and implemented by all schools within the Trust.

This report has been written in conjunction with SEND Code of Practice 2015 and the Children and Family Act 2014.

Reviewed:	July 2026
Ratified:	July 2026
Next Review:	July 2027

In collaboration with

Our School Vision for Special Educational Needs and Disabilities (SEND)

At our school, we want every child to feel supported, included and able to achieve their best. We are committed to providing a high-quality education where all pupils, including those with SEND, can succeed and feel valued.

We offer a broad and balanced curriculum that is adapted to meet individual needs, helping every child to develop their strengths and make progress.

We work closely with parents and carers, communicating clearly so families feel confident, informed and involved.

Quick Guide for Parents and Carers

We understand that SEND information can sometimes feel detailed or overwhelming. This short guide gives you a clear overview of how support works and who to contact.

Who can I speak to?

- Class or subject teacher – your first point of contact for day-to-day support
- SENDCo – for advice, support plans or concerns about progress
- School office – for general enquiries or to arrange a meeting

How does support for my child work?

- All children receive high-quality teaching adapted to their needs
- If needed, additional support is put in place using an Assess – Plan – Do – Review approach
- You will be involved at every stage, including planning and reviewing support
- Support is regularly reviewed and adjusted to make sure it is effective

Where can I find more information?

- Our SEN Information Report (available on the school website)
- Worcestershire Local Offer: https://www.worcestershire.gov.uk/sendlocaloffer
- You can also contact the SENDCo who will be happy to guide you through any information

We are always happy to talk and answer questions—please do get in touch at any time.

Glossary of Terms

We understand that some of the words used in SEND information can be unfamiliar. This glossary explains key terms in a clear and simple way.

- **SEND (Special Educational Needs and Disabilities)**
  A child has SEND if they need extra or different support to help them learn and achieve.
- **SEN (Special Educational Needs)**
  Refers specifically to additional learning needs that require special educational provision. SEN is part of SEND.
- **SENDCo (SEND Coordinator)**
  The member of staff responsible for coordinating support for pupils with SEND and working with families and professionals.
- **EHCP (Education, Health and Care Plan)**
  A legal document that describes a child or young person's needs and the support they must receive.
- **SEN Support**
  Extra help given to a child in school when they need support that is additional to or different from usual classroom teaching.
- **Assess – Plan – Do – Review**
  A cycle schools use to understand needs, plan support, put it in place and review how well it is working.
- **Local Offer**
  Information provided by the Local Authority about available services and support for children and young people with SEND.
- **Provision**
  The support, strategies and resources put in place to help a child learn.
- **Graduated Approach**
  The step-by-step process used to identify, plan and adjust support for pupils with SEND.
- **High-Quality Teaching**
  High-quality teaching that is adapted to meet the needs of all pupils. Sometimes this is referred to as 'Quality First Teaching'.
- **Reasonable Adjustments**
  Changes made by the school to ensure that pupils with disabilities are not at a disadvantage.
- **CAMHS (Child and Adolescent Mental Health Services)**
  A service that supports children and young people with emotional or mental health needs.
- **SENDIASS**
  A free, independent service offering advice and support to parents and carers of children with SEND.

The SEND Aims at Our School

At our school, we aim to:

- Make sure every child can access a broad and balanced curriculum
- Adapt learning so it meets the needs of each individual child
- Identify any additional needs as early as possible so the right support can be put in place
- Support pupils with SEND to take part fully in all areas of school life, including clubs and activities
- Keep clear and regular communication with parents and carers
- Involve pupils in decisions about their learning and future
- Work closely with outside professionals to support each child's needs
- Help every child make progress from their starting point and prepare for the next stage of education and later life
- We are committed to preparing pupils with SEND for adulthood, including supporting independence, employability, community participation and good health.

The Special Educational Needs and Disabilities Coordinator (SENDCo)

The SENDCo at this school is: **Lisa White**

The SENDCo holds or is working towards the mandatory National SENCo qualification (NPQ for SENCOs) within three years of appointment.

The SENDCo can be contacted via the school office or by email at:
lwhite@stjohns.worcs.sch.uk

The SENDCo plays a key role in making sure pupils with SEND receive the support they need. They are responsible for:

- Keeping an up-to-date record of pupils with SEND
- Checking that support is effective and pupils are making progress
- Supporting and advising teachers and staff
- Leading and coordinating SEND provision across the school
- Working closely with parents/carers, external professionals and the Local Authority
- Supporting pupils during transitions between schools or key stages
- Helping to apply for Education, Health and Care Plans (EHCPs) where needed

The responsibilities of the Headteacher

The Headteacher has overall responsibility for ensuring that all pupils, including those with SEND, are supported to achieve their best.

This includes:

- Making sure the SEND policy is put into practice across the school
- Ensuring that high-quality teaching is provided for all pupils
- Making sure the right support and resources are in place for pupils with SEND
- Working closely with the SENDCo to check that support is effective and meeting pupils' needs
- Supporting and managing the SENDCo in their role
- Ensuring staff receive the training they need to support pupils with SEND
- Promoting an inclusive and welcoming school environment for everyone
- Keeping governors informed about the quality of SEND support and pupil progress

The responsibilities of the Local Governing Body

The Local Governing Body helps to make sure that the school provides good support for pupils with SEND and meets all legal requirements. This is monitored and supported by the Trust Board of Directors.

The SEND Local Governor at this school is: **Daniel McEvilly**

They do this by:

- Appointing a governor with responsibility for SEND who works closely with the SENDCo
- Making sure the school meets its legal duties for supporting pupils with SEND
- Ensuring that the right support is in place for pupils with additional needs
- Checking how effective SEND support is and how well pupils are progressing
- Making sure the school follows the SEND Code of Practice (2015) and relevant laws
- Ensuring enough resources are available to support pupils with SEND
- Holding school leaders accountable for the quality of SEND provision
- Ensuring the school publishes an annual SEN Information Report in line with statutory requirements.

The Local Governing Body receives regular updates so they can review how well pupils with SEND are supported and how they are progressing.

Definition of Special Educational Needs

The law defines Special Educational Needs (SEN) as:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, which means support that is different from or additional to that normally available to pupils of the same age.'
(SEND Code of Practice, January 2015: 6.15)

In simple terms, a child or young person has SEND if they need extra or different support to help them learn and achieve alongside others their age.

Children's needs are generally grouped into four main areas:

- Communication and Interaction – this includes difficulties with speech, language and communication, and autism
- Cognition and Learning – this includes learning difficulties such as dyslexia, dyspraxia or general learning needs
- Social, Emotional and Mental Health (SEMH) – this includes difficulties with emotions, behaviour, anxiety or mental health
- Sensory and/or Physical Needs – this includes visual or hearing impairments, physical disabilities or other medical needs

These categories help us to understand and plan support. However, every child is different, and some pupils may have needs that fit into more than one area.

Identification, Assessment and Provision

At our school, we believe that the best support for all pupils begins with high-quality teaching. High-quality teaching is the first step in responding to pupils, including those with SEND.

Ordinarily Available Provision (Universal Support)

Before identifying a pupil as needing SEN Support, we ensure that they have access to the support that is ordinarily available to all pupils through high-quality teaching.

Ordinarily available provision refers to the strategies, approaches and resources that should be in place in every classroom as part of inclusive practice.

This may include:

- Adapted teaching to match pupils' needs, including scaffolding and modelling
- Flexible grouping and targeted support within the classroom

- Use of visual supports, prompts and structured resources
- Adjustments to pace, questioning and feedback
- Support for attention, organisation and independence
- Classroom environment adaptations to reduce barriers to learning

Teachers assess, monitor and review the impact of these strategies regularly and adapt their teaching to meet pupils' needs.

Where a pupil does not make expected progress despite this support, we will consider whether additional provision through SEN Support is required using the Assess – Plan – Do – Review cycle.

Our approach aligns with Worcestershire Local Authority guidance on Ordinarily Available Provision.

The school uses its best endeavours (Children and Families Act 2014, Section 66) to secure the special educational provision required for pupils with SEND.

Supporting pupils with SEND is a whole-school responsibility. Teachers, support staff, the SENDCo and school leaders work together to ensure that pupils receive appropriate support.

Class and subject teachers remain responsible for the progress and development of all pupils in their class, including those receiving additional support.

Our approach focuses on the whole child, including their learning, wellbeing, social development and independence. Where needed, teachers work closely with the SENDCo to identify additional support as early as possible.

Parent/Carer Partnership

We believe that working closely with parents and carers is essential in supporting children with SEND. You know your child best, and your views are very important to us.

We are committed to building strong, positive relationships with families by:

- Listening carefully to your concerns, ideas and knowledge about your child
- Keeping you regularly informed about your child's progress and support
- Involving you in all decisions about your child's learning and wellbeing
- Pupils are supported to express their views in ways appropriate to their needs
- Making sure meetings are friendly, clear and easy to understand
- Responding promptly to any questions or concerns you may have

We will invite you to meet with us at key points throughout the year to review your child's progress and discuss next steps. These meetings are an opportunity to:

- Share what is going well
- Talk about any challenges
- Agree on the support your child needs
- Set goals together

We also encourage ongoing communication. You can contact your child's teacher or the SENDCo at any time if you would like to talk about your child's support.

We understand that navigating SEND support can sometimes feel overwhelming. We are here to help and will guide you through processes such as assessments, referrals or support plans in a clear and supportive way.

Our aim is to make sure you feel:

- Listened to
- Informed
- Supported
- Confident in the support your child is receiving

Worcestershire SEND Local Offer

Worcestershire Local Authority provides something called the 'Local Offer', which explains the support and services available for children and young people with SEND in the local area.

You can find Worcestershire's Local Offer here:
https://www.worcestershire.gov.uk/sendlocaloffer

Our school also contributes to this by sharing information about the support we provide for pupils with SEND on our website.

If you would like help accessing or understanding the Local Offer, the SENDCo is happy to support you and can talk you through the services and support available.

SEN Information Report

This SEND Policy explains how our school supports pupils with Special Educational Needs and Disabilities (SEND). This SEND Policy should be read alongside the school's SEN Information Report, which provides detailed information about how this policy is implemented in practice.

In accordance with Section 6.44 of the SEND Code of Practice, the school publishes an annual SEN Information Report on its website.

For more detailed and up-to-date information about how support is provided in practice, please see our SEN Information Report, available on our school website: https://www.stjohns.worcs.sch.uk/attachments/download.asp?file=873&type=pdf

The SEN Information Report includes information about:

- The types of SEND we support
- How we identify and assess SEND
- How we support pupils in the classroom
- How we work in partnership with parents and carers
- How we review progress and the impact of support
- How we support pupils during transitions

This report is reviewed and updated at least annually.

Admissions

Our school follows the School Admissions Code and welcomes all pupils, including those with Special Educational Needs and Disabilities (SEND).

We do not refuse admission to a child on the grounds of their SEND, unless this would be incompatible (this is very rare and would always be discussed fully with families and the Local Authority) with the efficient education of others and there are no reasonable steps that can be taken to prevent that incompatibility, in line with the law.

In line with the Equality Act 2010, we make reasonable adjustments to ensure that children with disabilities are not placed at a disadvantage during the admissions process.

We work closely with parents/carers, the Local Authority and other professionals to understand each child's needs and ensure that appropriate support is in place from the start.

Where a child has an Education, Health and Care Plan (EHCP), admissions are arranged in partnership with the Local Authority in accordance with statutory guidance.

Early Identification

We believe it is important to identify additional needs as early as possible so that the right support can be put in place.

We understand that children learn at different rates. Not all slower progress means a child has SEND. We carefully consider a range of factors, including attendance, English as an

Additional Language, and wider life circumstances, before deciding whether additional support for SEND is needed.

We do this through:

- Ongoing assessment
- Teacher observation
- Discussions with parents and carers

We regularly review pupils' progress from entry and throughout their time at school, using information such as:

- Previous school records
- Teacher assessments
- Progress over time
- Screening tools
- Parent/carer input

If SEND is suspected, we work with families and staff to build a clear picture of the child's needs. A simple support profile may be created to outline:

- Strengths
- Areas for support
- Helpful strategies

This information is regularly reviewed to ensure support remains effective.

Placement on the school's SEND register

If concerns arise about a child's progress, the class teacher will discuss this with parents/carers and the SENDCo.

We first consider whether adjustments to classroom teaching can support the child. If progress remains limited, additional support will be put in place without delay.

A child may need extra support if they:

- Make slower progress than peers from a similar starting point
- Do not maintain expected progress
- Fall behind over time
- Experience social, emotional or mental health difficulties

Not all slower progress indicates SEND, so we consider a range of factors, including attendance and English as an Additional Language.

Where a child requires support that is additional to or different from classroom provision, they will be placed at SEN Support, following the **Assess – Plan – Do – Review** process.

Removal from the SEND Register

A pupil will be considered for removal from the SEND register when they have made good progress and no longer require provision that is additional to or different from that normally available through high-quality teaching.

This decision will be based on:

- Evidence from ongoing assessment showing sustained progress
- The pupil consistently working at or near age-related expectations (where appropriate)
- Improved independence in accessing learning
- Reduced need for targeted or specialist intervention
- Feedback from teachers, parents/carers and the pupil

Removal from the SEND register is a **carefully considered decision** and will always take place as part of the Assess – Plan – Do – Review cycle.

Parents/carers will be fully involved in this decision and informed before any changes are made.

After removal, the pupil will continue to be monitored through normal school assessment procedures to ensure progress is maintained. If concerns re-emerge, support can be reinstated at any time.

Decision-Making Process

Decisions about placing or removing a pupil from the SEND register are made collaboratively by:

- The class/subject teacher
- The SENDCo
- Parents/carers
- The pupil (where appropriate)

These decisions are based on a range of evidence, including:

- Progress data over time
- Teacher assessments and observations
- Review of interventions and their impact
- External professional advice (where relevant)

The SENDCo has oversight of all decisions to ensure consistency and that the school meets its statutory duties under the SEND Code of Practice (2015).

Provision Mapping and One Page Profiles

We use a provision mapping system to record and monitor the support each pupil receives and how effective it is.

For pupils on the SEND register, a one-page profile outlines:

- Strengths
- Areas for support
- Strategies to support learning

This information helps staff provide consistent, tailored support. Provision is reviewed regularly and adjusted where needed.

We record this information securely using our provision mapping system, which can be accessed by staff who support the pupil. This ensures that everyone working with the child understands how best to support them.

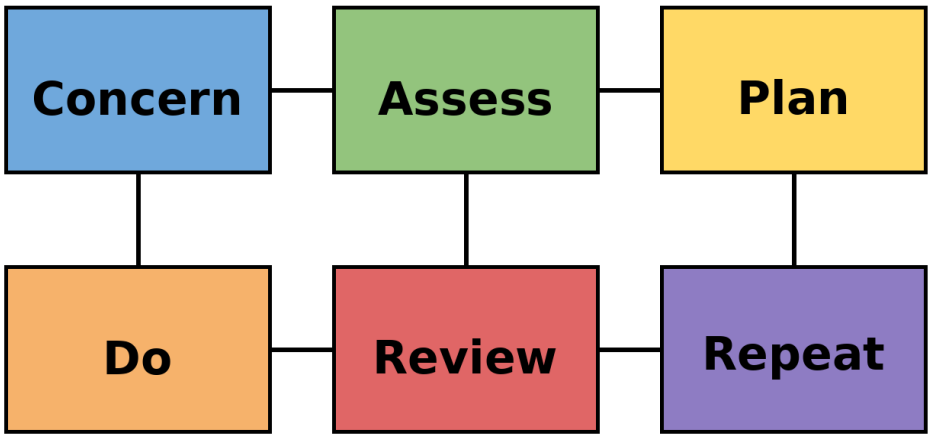
We regularly review the support and interventions in place to check how well they are working. If something is not having the desired impact, we will adapt or change it so that support remains effective and meets the pupil's needs.

Accurate and up-to-date records of SEND provision, decisions and outcomes are maintained and reviewed regularly.

A Graduated Response

SEND Support Cycle – how we support pupils with SEND

This shows the step-by-step process we use to support pupils. This is a continuous cycle, meaning support is always reviewed and adapted to meet each child's needs.



If you are worried about your child, we begin by understanding their needs ("Assess"), agreeing support with you ("Plan"), putting that support in place ("Do"), and checking how well it is working ("Review").

This cycle then repeats to ensure the support remains effective.

Concern - Assess – Plan – Do – Review – Repeat cycle

1.Assess (Understanding your child's needs)

We gather information to build a full picture of your child, including:

- Teacher knowledge and assessments
- Your views as a parent/carer
- Support pupils to express their views and be involved in decisions about their learning in ways appropriate to their needs
- Progress over time
- Observations from staff
- Comparisons with children of a similar age
- Advice from specialists (if needed)

2. Plan (Agreeing the support)

We work together with you to decide what support will help your child. This includes:

- Agreeing clear outcomes (what we want to achieve)
- Deciding what support or adjustments are needed
- Creating a simple support plan
- Setting a date to review progress
- Sharing the plan with all relevant staff

3. Do (Putting support in place)

The agreed support is delivered in school:

- The class/subject teacher remains responsible for your child
- Support strategies are used in lessons
- Teaching assistants may provide additional support where needed
- The SENDCo supports staff in delivering effective provision

4. Review (Checking progress)

We regularly review how well the support is working:

- Look at your child's progress and wellbeing
- Talk about what is working well

- Identify any challenges
- Gather feedback from you and your child
- Adjust support if needed

What this means for you

- You will be fully involved at every stage
- You will be kept informed of progress
- Support will be reviewed regularly and adapted
- We will work together to ensure the best outcomes for your child

Involving Specialists

We work in partnership with education, health and social care services to ensure a coordinated and holistic approach to identifying, assessing and meeting the needs of pupils with SEND.

If a child continues to need extra support despite the strategies already in place, we may consider involving specialist professionals for additional advice.

We will always discuss this with parents/carers first and ask for permission before contacting any outside services.

Specialists can help us better understand a child's needs and suggest ways to support them both in school and at home. These professionals may include:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- MELO – Onside Advocacy
- Specialists for visual or hearing needs
- Worcestershire Complex Communication Needs (CCN) Teams
- Speech and language therapists
- Occupational therapists
- Physiotherapists
- Trauma-informed therapists
- Alternative provision providers

We will continue to work closely with parents/carers and any professionals involved to make sure the support in place is effective and meets the child's needs.

Looked-After Children with SEND

We recognise that looked-after children (children in care) with SEND may need additional support.

We work closely with:

- The Virtual School
- Social workers
- Carers and families
- Other professionals involved

to make sure these pupils receive the right support for both their education and wellbeing.

Each looked-after child has a **Personal Education Plan (PEP)**, which works alongside any SEND support plans or EHCPs. We make sure that:

- Their SEND needs are clearly understood
- Support is well coordinated
- Progress is carefully monitored

We are committed to helping looked-after pupils with SEND feel safe, supported and able to achieve their best.

Monitoring and Evaluation of SEND Provision

We regularly review our SEND provision to ensure it is effective and supports pupil progress.

This includes:

- Reviewing pupil progress data
- Evaluating interventions
- Gathering feedback from pupils and parents/carers
- Observing teaching and learning

The SENDCo shares outcomes with school leaders and governors to support ongoing improvement.

This information helps us identify what is working well and where changes are needed so that support continues to improve outcomes for pupils with SEND.

Measuring Impact and Progress

We measure pupils' progress through:

- Regular teacher assessment and ongoing formative assessment
- Tracking progress against individual targets and outcomes
- Reviewing attainment and progress data over time
- Monitoring attendance, engagement and wellbeing

We evaluate the impact of SEND provision by:

- Reviewing the effectiveness of interventions and support strategies
- Analysing progress data for pupils with SEND
- Gathering feedback from pupils and parents/carers
- Observing teaching and learning
- Adjusting provision where it is not having the intended impact

This ensures that support remains responsive, effective and focused on achieving the best possible outcomes for every pupil.

Education, Health and Care Needs Assessment

For a small number of pupils, the support available in school may not be enough to help them make the progress we would expect. In these situations, we may talk with parents/carers and outside professionals about requesting an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

This is done in partnership with parents/carers, and only when we feel that a child needs a higher level of support. The school will provide detailed information and evidence to help the Local Authority understand the child's needs.

Parents/carers also have the right to request an EHC Needs Assessment themselves. This can be done by contacting the Local Authority SEND Team directly.

We will support parents/carers throughout this process and work together to ensure the best possible outcomes for the child.

Annual Review of Education, Health and Care Plans

All Education, Health and Care Plans (EHCPs) are reviewed at least once a year. These reviews take place with parents/carers, the pupil, the Local Authority (if needed) and any professionals involved in supporting the child.

During the review, we will talk together about:

- The progress the child has made towards their targets
- What is working well
- Any difficulties or areas where more support may be needed
- The child's development, including learning, communication, independence and life skills

We will also consider whether any changes need to be made to the EHCP to better support the child's needs and set new targets for the coming year.

Reviews in the final years at the school are especially important, as they help prepare pupils for their next stage of education and ensure that the right support is in place for transition.

Transition

We aim to make transitions as smooth and positive as possible for pupils with SEND when they join or leave our school.

Before a pupil joins us, the SENDCo works closely with their previous school to share important information and understand their needs. This helps us make sure the right support is in place from the start.

When pupils move on to their next school, we also share information and meet with staff from the new setting so they understand how best to support the child.

For some pupils, we offer additional transition support. This may include extra visits to the new school or opportunities to visit our school before starting. These visits may involve parents/carers and include activities to help pupils feel comfortable and confident.

We also arrange opportunities, where possible, for pupils to meet key staff in their new school so they can begin to build relationships.

At the end of the school year, all SEND records are passed on securely to the new school to ensure continuity of support.

Resources

We have a team of skilled teaching assistants who support learning across the school, including working with pupils with SEND.

Teaching assistants work under the guidance of the class teacher to support pupils in their learning. High-quality teaching remains at the heart of what we do, and additional support is used to enhance this.

Most of the resources pupils need are available in their classrooms. Where needed, we also use specialist equipment and software to support learning, which can be accessed on school computers or devices. Additional resources are available within the school and can be used when required.

The school makes sure that the right resources are available to support pupils with SEND. Governors and school leaders monitor this to ensure that funding is used effectively to meet pupils' needs.

The SENDCo works closely with the Headteacher to identify any additional support or resources that may be required.

We use our SEND budget to provide high-quality teaching, targeted support and specialist help where needed. We regularly review how this support is working to make sure it is making a positive difference for pupils.

Data Protection and Confidentiality

We take the privacy of our pupils and their families very seriously.

All information about pupils with SEND is handled carefully and in line with data protection laws, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.

We collect and use information to make sure we can provide the right support and help each child achieve the best possible outcomes.

Information is processed in line with lawful bases under UK GDPR, including public task and legal obligation.

Information about pupils with SEND (such as support plans, assessments and reports) is:

- Kept safe and stored securely
- Only shared with staff who need it to support the pupil
- Shared with parents/carers and, where appropriate, with other professionals involved in the child's support

We only share information with outside agencies when it is necessary and appropriate to do so, and wherever possible, we will seek permission from parents/carers.

All staff are trained in how to handle information safely and respectfully.

We are happy to explain how we use information and support families in understanding their rights. Further information is available in the school's Privacy Notice.

Staff Training and Expertise

We are committed to making sure that all staff have the skills and knowledge they need to support pupils with SEND effectively.

The SENDCo plays a key role in this by:

- Identifying training needs across the school
- Providing advice and support to staff
- Organising training and professional development

Staff receive regular training on areas such as:

- High-quality teaching for pupils with SEND
- Understanding specific needs (such as autism or dyslexia)
- Safeguarding and supporting the wellbeing of pupils with SEND

This helps ensure that all staff feel confident and are well equipped to support the wide range of needs within our school.

Accessibility

We are committed to making sure that all pupils, including those with SEND, can take part fully in school life.

We make reasonable adjustments to ensure that pupils with disabilities are not disadvantaged. This includes support for learning, access to the school environment and access to information.

To support this, the school has an Accessibility Plan. This plan sets out how we will improve access over time by:

- Making the curriculum accessible for all pupils
- Improving the physical environment of the school where needed
- Providing information in ways that are clear and accessible to everyone

The Accessibility Plan is reviewed at least every three years in line with statutory requirements to make sure it is effective and continues to meet the needs of our pupils.

You can view the Accessibility Plan on our school website or request a copy from the school office.

If you would like to discuss how accessibility arrangements support your child, please contact the SENDCo.

This can be available in large print on request.

Safeguarding

We are committed to keeping all pupils safe and supporting their wellbeing, especially those with SEND who may need additional support.

We understand that some children with SEND may be more vulnerable, so we take extra care to make sure they feel safe, supported and able to speak to trusted adults.

Children with SEND may be more vulnerable to safeguarding risks, including bullying, exploitation, social isolation or difficulties communicating concerns.

As a result, we ensure that safeguarding procedures fully take account of pupils' individual needs. Staff receive training to recognise additional vulnerabilities, adapt communication where needed, and respond appropriately to concerns involving pupils with SEND.

The SENDCo works closely with the Designated Safeguarding Lead (DSL) to ensure that all safeguarding arrangements effectively support pupils with SEND and that any concerns are identified and acted on at the earliest possible stage.

We work closely with parents/carers, families and external services to make sure every child is well supported. All staff receive regular training so they can recognise and respond to any concerns quickly and appropriately.

We take all concerns seriously and follow clear procedures to keep children safe. Our aim is to provide a caring, supportive environment where every pupil can feel secure and able to thrive.

For more information, including details of our Designated Safeguarding Lead, please see our Safeguarding and Child Protection Policy (Section 1.18: Children with Special Educational Needs, Disabilities or Health Issues) or contact the school office.

Concerns and Complaints

We are committed to working closely with parents and carers to resolve any concerns as quickly as possible through open and positive communication.

If you have any concerns about the support your child is receiving for SEND, we encourage you to follow these steps:

Teacher → SENDCo → Headteacher → Formal complaint

1. Talk to the class or subject teacher
Your first step should be to speak with your child's teacher, who works with them on a daily basis. Many concerns can be quickly resolved through a conversation and agreed next steps.

2. Speak to the SENDCo
If your concern is not resolved, you can contact the Special Educational Needs and Disabilities Coordinator (SENDCo).
They will:
- Look at the support currently in place
- Talk with staff involved
- Arrange a meeting with you, if needed
- Agree any changes or next steps together

3. Contact the Headteacher
If you still feel the issue has not been resolved, you can speak with the Headteacher. They will review what has already been done and look into the concern further before responding with next steps.

4. Make a formal complaint
If needed, you can make a formal complaint following the school's Complaints Policy. This usually involves:
• Putting your concern in writing
• An investigation by senior leaders or governors
• A written response explaining the outcome

5. Independent advice and support
You can seek independent advice at any stage from:
• **SENDIASS** (Special Educational Needs and Disabilities Information, Advice and Support Service)

If your concern relates to an Education, Health and Care Plan (EHCP), you also have the right to:

- Request mediation
- Appeal to the First-tier Tribunal (Special Educational Needs and Disability)

We will always aim to work in partnership with you to resolve concerns and ensure the best possible support for your child.

The full Complaints Policy is available on the school website.