

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

----- Click here to return to the front page -----	
<b>Name of Setting</b>	Wybunbury Delves CE Primary School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 20px; border: 1px solid black;" type="text"/>
<b>Specific Age range</b>	2-11
<b>Number of places</b>	210 + Preschool Provision
<b>Which types of special educational need do you cater for? (IRR)</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <input checked="" type="checkbox"/> </div> <div style="width: 45%;"> <p><input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div> </div> </div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

## Our Local Offer for Special Educational Needs and/or Disability

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

## Questions from the Parent/Carer's Point of View:

----- Click here to return to the front page -----
<b>Identification</b>
<p><b>How will you know if my child or young person needs extra help? <i>(IRR)</i></b></p> <p>At Wybunbury Delves Primary School, identifying children's specific learning needs and disabilities (SEND) is a vital part of our practice. The involvement of parents and carers is vital to this process and we aim to identify children's needs at the earliest opportunity. It is vital to ensure the identification of SEND is a key priority in school as this will enable children to develop within their classroom environment alongside their peers. The identification of SEND can happen in a number of ways, for example; concerns raised by parents, school staff observations, identification of a lack of progress, pupil voice and concerns raised by other professionals that have worked with the child. When concerns are raised, it may be necessary for the SENDCo to observe the child in the setting and for the school to gain further support from other professionals. School staff receive regular tailored training for current SEND needs in school, how to identify the needs of a child and how to plan effectively for a child. The school aims to offer a highly inclusive standard of teaching with quality first teaching strategies implemented throughout the school. Further personalised support is then implemented for children with SEND or those which require additional support. Staff are encouraged to discuss concerns regarding a child with the SENCo. The SENCo will offer specialist knowledge and support. The SENCo will advise the class teacher of ways to ensure their classroom practice is inclusive and meeting the needs of the child.</p>
<p><b>What should I do if I think my child or young person needs extra help?</b></p> <p>We realise that parents and carers are partners in the learning journey and have a wealth of knowledge to share with us. Concerns should initially be raised with the classroom teacher. It will then be passed on to the SENCo, who in turn will speak to parents and carers. It is within this close working relationship that we will be able to identify any barriers to learning that your child may have and then will identify a provision which will be suited to your child and the way in which enables them to learn. The agreed provision will be shared with parents, classroom teachers and support staff in school. Those children who require further support may be referred to other external agencies who will offer further guidance and advice for the SENCo. If a child is identified as having a SEND need, the SENCo will add your child to our SEND register and a SEN support plan will be created to monitor their progress.</p>
<p><b>Where can I find the setting/school's SEND policy and other related documents? <i>(IRR)</i></b></p> <p>Please visit <a href="https://www.wybunburydelves.co.uk/our-learning/send.html">https://www.wybunburydelves.co.uk/our-learning/send.html</a> . The school website provides you with all relevant school policies and documents relating to provision offered to our pupils with SEND.</p>

----- [Click here to return to the front page](#) -----

## Teaching, Learning and Support

### **How will you teach and support my child or young person with SEND? *(IRR)***

Once a child’s needs have been identified, the SENCo will work alongside parents and staff to create a fully inclusive provision for your child. Within our school we consistently provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student’s needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills and to close the gap between your child and their peers. The monitoring of children’s progress takes place regularly to avoid students becoming over reliant and dependent on this adult support. Children are set termly targets. In order to help children to achieve their targets, we outline the provision that they will receive. Provision varies between the following; differentiated learning, differentiated use of resources, the use of resources from outside agencies, deployment of support staff within class, deployment of support staff within out of class interventions and small group support. Pupils are provided with a range of supporting resources to guide their learning and to encourage independence. Working in partnership with parents has a role in target setting and regular parent meetings are held to help support progress.

### **How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)***

As an inclusive school, all work within the curriculum and specific learning environments is pitched at an appropriate level so that all children are able to access it according to their specific needs. Adapting the curriculum to suit the needs of the children in class will be the responsibility of the class teacher. Those pupils whose needs have been identified as having SEND will be known to the classroom teacher. The class teacher will have a thorough understanding of their strengths and weaknesses and set work which reflects this. The level of differentiation will differ for each individual child. The way information is presented to a child may be different for those who have SEND. Work may be delivered in a visual, auditory and kinaesthetic approach depending on the child’s needs. Teaching assistants can work alongside the class teacher to offer further support to those who need it. School will use resources which have been recommended by other professionals to support your child and their needs.

### **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?**

As an inclusive school we ensure that the needs of all children who have Special Educational Needs are met to the best of the school’s ability with the funds available. Each child’s provision is outlined on a provision map. This outlines the support that each child in school receives and the cost of this. These documents are updated termly to reflect the changes to the child’s provision. These can be shared with parents during their termly meeting with the class teacher if requested. All the support that children with SEND receives (which is outlined on their provision maps) will be overseen by the SENCo. The SENCo, alongside SLT, will organise whole school interventions and support. Interventions and support staff can be used to deliver interventions across year groups. Children’s support and resources will be reviewed each term and new or further support will be considered at this time. Your child may also be allowed additional support during examinations, for example, additional time or a reader. The school will use additional assessment tools to evidence the need for this support.

### **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)***

A proportion of the SEND budget is used to support class-based provision. The SENCo and Senior Leadership team will ensure that Quality First Teaching is available to all children in class. It is expected that classroom teachers effectively manage the use of physical resources such as the use of sloping boards, coloured overlays, pencil grips, fiddle toys, wobble cushions and IT programmes such as Nessy. An additional proportion of the budget is allocated to provisions additional to the general classroom-based support, including

----- Click here to return to the front page -----

### Teaching, Learning and Support

the intervention Toe by Toe, Plus One, Power of 2, and other generally available published intervention programmes used in Primary settings. Regular monitoring takes place to ensure that all resources and provisions are allocated effectively, supporting all children's needs.

#### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

As an inclusive school our facilities are evaluated in relation to the needs of children and young people with SEND. The needs of children with SEND can change on a daily basis and it is the role of the class teacher, with support from the SENCo, to ensure the child receives support and resources to meet their needs. Should it be necessary to have specific equipment to meet the needs these are generally met from the school's budget e.g. writing slopes and wobble cushions etc. Where this is not the case, there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis i.e. a Braille machine, specific chairs. Partnership with other schools and through our trust also provides an opportunity to share resources for specific SEND needs.

#### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Your child's progress is continually monitored by his/her class teacher. Their progress is reviewed formally every term linked to the National Curriculum statements and in relation to attendance, engagement in learning and behaviour. For those children with more significant needs, the class teachers may have more contact with parents to discuss where support can be continued at home. Communication between school staff and families can happen in a number of ways including information discussions at the end of the day. Currently at the end of each key stage (i.e. at the end of Year 2 and Year 6) all children are required to be formally assessed; in Year 6 this is done using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review, and should involve all adults involved with the child's education. A range of ways will be used to keep you informed, which may include:

- Home/school contact book
- Letters/certificates sent home
- Children's' targets and/or Pupil Plan (SEN Support Plan)
- Teacher to parent emails
- Additional meetings as required
- Annual Reviews
- End of Year Reports

#### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

We as a school value and celebrate each child being able to express their views on all aspects of school life. Pupil voice is important for the success of interventions and plans for a child's education. As part of a child's SEN support plan, children are asked each term about their views of school and what they would like to achieve. Children are asked the same set of questions each term to allow us to reflect on the impact of their support. As well as the pupil voice gathered termly, the SENCo, class teachers and leadership team meet with children to discuss how they feel that they learn best. Pupil voice is used to inform our planning for children with SEND.

#### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

----- [Click here to return to the front page](#) -----

### **Teaching, Learning and Support**

The class teacher is responsible for monitoring the day-to-day progress of a child against their desired outcomes ensuring the effectiveness of an intervention. The nature of some of our interventions allows staff to measure progress each day. The head teacher, leadership and SENCo undertake regular monitoring of pupil progress and the effectiveness of the provision we offer. Class teachers and teaching assistants are regularly observed to ensure there is a high quality of support offered to children in school. The views of children and staff are sought and considered in relation to the interventions that we offer in school. Parents are encouraged to share their views of the provision that their child receives as part of their termly meetings with the class teachers.

----- [Click here to return to the front page](#) -----

## Keeping Students Safe and Supporting Their Wellbeing

### How do you ensure that my child or young person stays safe outside of the classroom?

At Wybunbury Delves, the safety of our pupils is paramount. We aim for all of our children to feel safe, stay safe and feel well looked after by staff and their peers. The staff working with children of SEND are aware of all children's individual needs and any safety requirements. If a child is a risk to the safety of themselves or others, a safety plan will be put in place and shared with parents. If it is required, a child may be allocated an adult who will monitor them at periods of transition and unstructured times. All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. A risk assessment, for ALL pupils, is carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided in school.

### What pastoral support is available to support my child or young person's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. High self-esteem is crucial to a child's well-being; our team strives to support all children to meet their potential in our school.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies. There are a range of policies on our **school website** which support well being for our children, including the school's anti-bullying policy and our Mental Health policy.

In School, our SENCo is a trained Mental Health first aider who is able to support staff and parents.

We have a high priority on developing all children's wellbeing. As part of this, we have implemented wellbeing sessions which are focused around building positivity and developing children's strategies for coping with mental health. As stated in the curriculum, we deliver regular PSHE lessons in school. Children with additional needs receive additional support in line with their needs. We have twice-weekly social groups to promote children's social and communication needs.

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing of medicines on the school site (Available on our website). Parents need to contact the School Office if medication is recommended by Health Professionals to be taken during the school day on an ongoing basis, as forms are completed and agreed with a Governor for cases that meet the criteria on our policy. Please refer to our policy. As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

In order to manage personal care needs, school will liaise with parents and arrange suitable support for the child based on schools facilities.

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

The class teacher has overall responsibility for the pastoral and social care of every child in the class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies, including the school nurse and Emotionally Healthy Schools.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

----- [Click here to return to the front page](#) -----

### **Keeping Students Safe and Supporting Their Wellbeing**

As a school we have a clear behaviour code ('We are nice here') with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties, a Behaviour Plan (BMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of pro-active support, exclusions are rare. Attendance of every child is monitored on a daily basis by the class teacher and recorded on central documents by the School Office. Lateness and absence are also recorded. Parents are informed where there is a concern. Good attendance is actively encouraged throughout the school.

----- [Click here to return to the front page](#) -----

### Working Together & Roles

#### What is the role of my child or young person's class teacher?

The classroom teacher will have overall responsibility for your child's learning and wellbeing. In some classrooms, your child may receive further support from a teaching assistant. The class teacher will be the point of contact for parents. The role of the class teacher is to ensure that every child has access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). The level of differentiated with be different for each child. The class teacher will monitor the progress of your child and identify, plan and deliver any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary. The class teacher will also ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress and ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. The class teacher will liase with parents in regards to developments or changes to a child's SEN support plan and feedback information provided by external agencies. The class teacher is also responsible for ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

#### Who else has a role in my child or young person's education?

Our SEND Co-ordinator has a role in:-

- Coordinating all the support for children with special educational needs (SEN) and/or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school.
- Ensuring that you are:
  - involved in supporting your child's learning and ensuring the child has a 'voice'
  - kept informed about the support your child is receiving
  - involved in reviewing how they are progressing
  - fully involved in planning ahead for them.
- Liaising with professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND records (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Organising training for staff.

The class teacher and SENDCO, in conjunction with the parents, discuss and agree appropriate support.

Our Headteacher is responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENDCo and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- The Governing Body is kept up to date about any issues in the school relating to SEND.

----- Click here to return to the front page -----

### Working Together & Roles

Our named Governor ensures, through annual review, that:

- the school has an up to date SEND Policy
- the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- the necessary support is made for any child who attends the school who has SEN and/or disabilities.

### How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. Teaching and support staff are informed as required. At the beginning of new academic years, in-depth transition meetings are held to ensure that teachers have a thorough understanding of a child's SEN needs. SEN plans and EHCP are stored on our school's CPOMs systems. These can be accessed by the class teacher. Should it be necessary, an Early Help Assessment (EHA) may be suggested to support the understanding and sharing of information about individual children. If the child leaves the setting, all SEND information is shared with the next setting.

### What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We update professional development of staff to deliver provision, including short term support interventions and individualised support and interventions. Support staff receive relevant training to support their delivery of these interventions. For staff working with children with specific learning needs, training will be sought appropriately e.g Makaton. Our Special Educational Needs/Disability Co-ordinator (SENDCo) has recently taken part in the National SENCo Award. The SENDCo cascades specific skills and knowledge to teaching staff as required, for example in dyslexia, autism, speech and language needs.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

We work with external agencies to meet individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists and occupational therapists; social and education services including - Locality Teams, social workers, Educational Psychologists, Cheshire East Autism Team, Children and Adolescent Mental Health Services (CAMHS) and the Emotionally Healthy Schools programme.

### Who would be my first point of contact if I want to discuss something?

If you have any concerns, we recommend you speak to your child's class teacher initially, and at the earliest opportunity. The class teacher will then refer more specialist matters to the school SENCo, who in turn will discuss them with families, staff working with the child and the child themselves where appropriate.

### Who is the SEN Coordinator and how can I contact them? *(IRR)*

If after discussion with your child's class teacher you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEND co-ordinator by making an appointment with the school office. The SENCo is Abigail Welch.

----- [Click here to return to the front page](#) -----

### Working Together & Roles

#### What roles do you have? And what does the SEN governor do?

A named Governor is responsible for SEND and meets regularly with our SEND Co-ordinator. An Annual Report is made to the Full Governing Body on the progress of children with SEND. The SEN governor meets and conducts learning walks alongside the SENCo to monitor the provision for SEND. The governor is able to provide further support and recommendations for the SENCo.

#### How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

We value and celebrate each child being able to express their views on all aspects of school life. We have a school council and children have the opportunity to have a range of responsibilities around school (house captains, buddies, prayer monitors etc). We have a weekly assembly run by our children which celebrates our children, and where they are given the opportunity to share, speak and show achievements.

In order to ensure the children have a voice in regards to the provision we offer, children are asked about what support they like, how they like to receive support etc. This information is then used to inform the provision for a child with SEND.

#### What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parents attend to share in their child's work books and sometimes in open lessons. Parents attend Wednesday family worship. There is a Parents' forum made up of class representatives. Parents are encouraged to become Governors through a democratic process and we regularly promote questionnaires to gain parents' views and our open-door policy.

#### What help and support is available for the family through the setting, school or college? *(IRR)*

Our school can 'signpost' you to organisations that support and advise parents and support with any forms and procedures. The SENCo provides support to families in a variety of ways including help with completing paperwork and with access to the different outside agencies available to support their child. Families are welcome to request appointments at any time to discuss their child's progress. Further support and policies are available on our website.

----- Click here to return to the front page -----

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

All children are included in all parts of the school curriculum and we aim for all children to be included on educational visits. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity and reviewed after the visit. In the unlikely event that it is considered unsafe for a child to take part in an activity, then similar activities that will cover the same curriculum areas will be provided in school.

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

There are three internal steps which cannot be accessed by a wheelchair.

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

We have an Accessibility Plan in place and can be found in the office if requested. Where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.

----- [Click here to return to the front page](#) -----

### Transition

#### **Who should I contact about my child/young person joining your setting, school or college? (IRR)**

We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the school Admin office to arrange to meet the Head teacher, who will discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their **website**. "The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils."

#### **How can parents arrange a visit to your setting, school or college? What is involved?**

We welcome visits to school at any time. Please contact the school Admin office to arrange to meet the Head teacher, who will discuss how the school could meet your child's needs.

#### **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)**

We recognise that 'moving on' can be difficult for a child with SEN and/or disabilities and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the new school's SENDCo and ensure s/he knows about any special arrangements or support that need to be made for your child.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher.
  - If your child would be helped by a book to support them to understand moving on then it will be made for them.
- Transfer to Secondary School
  - The SEND co-ordinator will liaise with the SEND co-ordinator of your child's secondary school as appropriate.
- Where possible your child will visit their new school and a member of staff from the new school will visit your child in this school.

----- [Click here to return to the front page](#) -----

### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

Please look at Cheshire East's Local Offer for further information about the support services available to help you and your family

[www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

Parent Partnership are signposted to offer further support

[https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

#### When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for September each year.

#### Where can I find the Cheshire East Local Offer? *(IRR)*

From 1<sup>st</sup> September 2014, the Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

#### What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the class teacher or the school's Special Educational Needs/Disability Coordinator (SENDCo). If this does not solve the complaint a parent should then speak to the Head Teacher who will discuss and advise the next steps. Should a complaint be made as a school we have a Complaints policy, which can be obtained through the Admin office or on our website. A parent may wish to seek advice at this time from the Parent Partnership Service.

However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2014, parents who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.