



St. Margaret Clitherow Catholic Primary and Nursery Voluntary Academy

Special Educational Needs and Disability (SEND) Policy

Introduction

This policy explains how St Margaret Clitherow Catholic Primary and Nursery School makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school's ethos and current legislative requirements. This policy complies with the statutory requirements laid in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on 'Supporting pupils at school with medical conditions' April 2014
- The National Curriculum in England Key Stage 1 and 2
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

SEND Definition

A child or young person has Special Educational Needs and Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her i.e. provision that is **different from or additional to** that normally available to pupils of the same age. A child of compulsory school age has a learning difficulty or disability if he or she:

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

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them. (*The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 available on the Department of Education web site*)

Many children and young people who have Special Educational Needs (SEN) may have a disability under the Equality Act 2010:

A person has a disability if he or she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. (Section 1(1) Disability Discrimination Act 1995, Equality Act 2010, available on the government web site)

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but where a child requires special educational provision **over and above** the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Children 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.

Mission Statement

St Margaret Clitherow Academy is a community concerned with the growth and development of the whole person. In that community, great importance is attached to every individual. The foundation of all that the academy does is the person of Christ, who is at the centre of the community. Our aim is to encourage individuals to grow to Christian maturity through the opportunities we provide. Our school motto is ***"Love one another as I have loved you"***

Our Vision

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. At St Margaret Clitherow we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care, including a safe and fully equipped learning environment, which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. St Margaret Clitherow adopts a 'whole school approach' to SEND. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Curriculum Intent

Our Curriculum has been designed to ensure each and every child can 'live life in all its fullness' by offering stimulating and inspiring learning experiences with Christian values at its heart. We put the interest and needs of all our children first and celebrate our rich and diverse community by putting an emphasis on strengthening all children's knowledge and vocabulary regardless of their starting point, ability or specific need. We want children to grow into positive, responsible young people, who can work and cooperate with others, while at the same time develop their knowledge and skills, in order to achieve their true potential.

We provide our children with a range of learning experiences through our balanced, progressive curriculum focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum so all children can engage in learning about themselves and have an understanding of the wider world. We strive to build resilience in all children to become confident learners with high aspirations to work individually and collaboratively, have a positive growth mind-set, have a sense of responsibility and take on challenges in the classroom and beyond.

Ultimately, our curriculum is intended to:

- Develop our head and body : What we learn

- Develop our hearts and character: Who we are
- Develop our actions and attitudes: How we live and learn
- Develop our moral compass: Where we fit in the world.

Aims and objectives

Aims

At St Margaret Clitherow School, we are committed to using our best endeavours to provide an appropriate and high quality education for all children that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We consider every teacher to be a teacher of every child, including those with SEND. We have the highest aspirations and expectations for all pupils. We aim to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced, progressive academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life so they feel equally valued and fully part of the school community.

We aim to:

- To remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- To provide a caring environment in which our children are given the opportunity to develop their many potentials.
- To create a nurturing environment where children feel safe and secure and able to achieve to their highest ability.
- To provide a range of teaching styles to accommodate the different learning styles of all children.

- To equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- To ensure that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development
- To involve pupils and parents in planning and any discussion making that affect them and their family.
- To provide all children with the opportunity to access the wider school community.

Objectives

To achieve these aims, we will:

1. Strive to establish a fully inclusive school, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
2. Respond to learners in ways which take account of their varied needs and life experiences, doing everything we can to meet a child's SEND.
3. Be committed to identifying a pupil's special educational needs at the earliest point and then making effective provision in order to improve long term outcomes.
4. Work in close partnership with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEND policy and the school's SEND work.
5. Support pupils themselves to participate in discussions, where possible, and express their views so they feel safe to voice their opinions of their own needs.
6. Work in close partnership with a range of specialist agencies to enable us to provide effective targeted support.
7. Provide support, advice and training for all staff working with pupils with SEND to enable them to be increasingly able to adapt teaching to respond to the strengths and needs of all pupils.
8. Appoint a qualified Special Needs Coordinator who will have responsibility for the day-to-day operation of the SEND policy and coordination of specific

provision made to support individual pupils with SEND, including those who have EHC plans.

Responsibility for the coordination of SEN provision

Provision for pupils with SEND is a matter for the school as a whole. The Governing Body, in consultation with the Headteachers, have a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Head Teachers - Chris Reilly/Sarah Sweeny

SEN Governor - Monica Maina

SENDCo - Zoe O'Neill

Key Roles and Responsibilities

The Governor's responsibilities are:

- In cooperation with the head teachers, determine the school's general policy and approach to Inclusion, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- To report to parents annually on the school's policy on SEND.
- To help to raise awareness of SEND issues at governing body meetings
- To monitor the quality and effectiveness of SEND provision within the school and update the governing body on this

The Headteachers' responsibilities are:

- To manage all aspects of the school's work, including provision for pupils with SEND
- To keep the governing body informed about SEND issues
- To work closely with the SENDCO
- To deploy all special educational needs personnel within the school
- To monitor and report to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The SENDCO's responsibilities are:

- To oversee the day-to-day operation of the school's SEND policy and all SEND records.

- To advise on the graduated approach to providing SEND support.
- To assist class teachers/parents to write/review outcomes for SEND pupils and organise appropriate interventions on their individual and class provision maps. To review outcomes with parents and outside agencies (when involved) at least three times a year.
- To co-ordinate provision made to individual children with SEND.
- To work closely with staff, parents/carers & other outside agencies including the local authority and its support services.
- To provide professional guidance to colleagues regarding SEND children and work closely with staff, parents and other agencies. The SENDCo will be aware of the provision in the Local Offer and will support families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- To observe children with SEND to help inform decisions on provision.
- To monitor SEND provision within school/class.
- To organise/attend multi agency meetings and EHCP annual reviews.
- To collate information and pupil profiles in order to write High Level Needs Funding Bids for SEND children with a high level of SEND needs.
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- To work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) and with regard to reasonable adjustments and access arrangements.

The class teachers' responsibilities are:

- To be responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff
- To work in cooperation with the SENDCO to ensure early identification and intervention of children with SEND
- To work in cooperation with the SENDCO, TAs and parents to provide, implement and review targets for pupils with SEND in their class
- To plan high quality differentiated learning experiences for all children in their class to ensure all children are included and make progress.
- To make accurate assessment of each child's progress.
- To ensure that all pupils have a voice and that they understand their contributions are valued
- To actively celebrate and build on pupils' strengths and achievements
- To complete and record information on class and individual provision maps.

- To ensure they follow the school's SEND policy.

The teaching assistants' responsibilities are:

- To be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- To use the school's procedure for giving feedback to teachers about pupils' progress
- To add value to what teachers do and work collaboratively
- To help pupils develop independent learning skills and manage their own learning
- To Support children with SEND in a range of ways. Support may include:
 - Individual/group support for children with EHC Plans.
 - Individual/group support for SEND children.
 - Withdrawal groups
 - In-class support of children
 - Intervention groups
 - Social skills and pastoral support
 - Speech and Language groups

All staff working with SEND pupils are kept up to date through whole school training and individual professional development as required on a regular basis.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

In addition to our usual admission arrangements, for children with SEND we arrange additional discussions with parents to enable us to have a full picture of a child's needs. We would talk to parents about their child's needs, gather background information from them and any professionals working with their child, and if appropriate arrange meetings and additional visits.

We communicate with other schools regarding children arriving at St Margaret Clitherow with known SEND to gather as much information as we can to enable the school to fully support all pupils.

Further information can be found in our admissions policy on our website.

Identifying Special Educational Needs

The Code of Practice (2014) describes four broad categories of need. The four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Some pupils may have needs in more than one category and at St Margaret Clitherow we consider the needs of the whole child and not just focus on the special educational needs of that child. The four broad areas are:

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

At St Margaret Clitherow we are aware there are other factors which may impact on a child's progress and attainment other than a special educational need such as:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all school provided under the Disability Equality legislation - these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman / woman

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having

SEND. Any concerns relating to a pupil's behaviour are a response to a need, which we will endeavour to recognise and identify clearly.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having a SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Our Graduated Approach

The arrangements for supporting pupils with SEND follows a graduated approach.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. Most children will have their needs met within class through high quality teaching. All pupil's progress and achievements will be monitored and any pupil not making expected progress will be given further targeted support as part of high quality teaching. The Local Authority 'Provision Maps' document is used to support teachers in the identification of high quality classroom provision.

For any pupils who are falling significantly outside of the range of expected academic achievement or not making progress, the class teachers will raise any concerns with the SENDCo by completing a concerns form and emailing it to the SENDCo as well as uploading to the school server. These children will also be

discussed at termly pupil progress meetings with the headteachers. The child's class teacher will continue to take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will provide advice and support, with further assessment of the pupil's strengths and weaknesses, and advising on the implementation of effective provision. The SENDCo may also wish to observe the pupil in class and review the child's work.

In deciding whether to make special educational provision, the SENDCO will consider all of the information gathered from within the school about the pupil's progress. Pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention, adjustments and high quality teaching. This information gathering will include an early discussion with the pupil, their parents and teachers, developing a good understanding of the pupil's areas of strength and difficulty. When it is decided that a pupil does have SEND, the decision is recorded in the schools SEND register and the pupil's parents are informed that special educational provision is being made.

SEND Support

SEND Support in schools is when a pupil is identified as having SEND. Our aim is to remove barriers to learning and put effective special educational provision in place, which is recorded on a class or individual provision map. This SEND Support takes the form of a four-part cycle, known as the graduated approach, which supports the child in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in order to match interventions to the SEND of the child.

Assess

In identifying a child as needing SEND support the SENDCo, with support from the teacher, carries out a clear analysis of the child's needs. This draws on the teacher's assessment and experience of the child, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent and compare to our own assessment and information on how the child is developing.

This assessment is reviewed regularly. This will help ensure that all provision is matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place have maximum impact.

Plan

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on individual or class provision maps. The provision provided is selected to meet the outcomes identified for the student. Parents will be made fully aware of the planned support and interventions.

Do

The class teacher remains responsible for working with the child in class on a daily basis, even when the interventions involve group or one-to-one teaching. They work closely with support staff to plan and assess all provision and how they can be linked to classroom teaching.

The SENDCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, and advising on the effective implementation of support.

Review

The effectiveness of the provision and its impact on the child's progress are reviewed every term, along with the views of the child and their parents. This then feeds back into the analysis of the child's needs. The class teacher, working with the SENDCO, revises the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Referral for an Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action, through the SEND Support process, to identify, assess and meet the SEND of the child or young person, or the child has lifelong or significant difficulties, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment.

This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be discussed with parents at the earliest opportunity.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENDCO, social care, health professionals and Educational Psychologists.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The decision will be made by a panel which will include people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

Nottingham City

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Nottinghamshire County

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months. The local authority can require schools to convene and hold annual review meetings on its behalf. The "assess / plan / do / review" cycle will still continue, and further agencies and professionals may get involved.

Funding and Allocation of Resources

St Margaret Clitherow ensures funding is made available from the school's general and SEND budget (element 1 and 2) to meet the individual needs of pupils as required. The SEND Funding supports the provision of all SEND pupils across the school to provide additional to or different from provision for SEND pupils which is normally available to pupils of the same age. In addition to this, the school can apply to the L.A for additional funding. In Nottingham City this is known as High Level Needs Funding (H.L.N.F). H.L.N.F provides extra money to support pupils with exceptional needs that require the school to provided

specialist support or 1 to 1 support for much of the school day. A request is compiled laying out the pupil's needs. Before these requests are forwarded to the H.L.N.F panel they are moderated and scrutinised by the relevant Local Authority Inclusion Service consultant. A panel then approves these requests and the school informed.

The SEND Budget is used to provide staff training, resources and subsidise teaching assistant support for all pupils with SEND across the school.

SEND resources are allocated to pupils by need in liaison with external agencies and the teaching staff, to ensure that each individual child has the appropriate equipment and resources to facilitate their learning progress. These will be regularly reviewed and refined as needed.

Training and Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates training programmes for Teaching and Non-teaching staff. Training is usually needs driven and it reflects the school priorities in the different curriculum areas. Specialist training is provided for teachers with children with specific needs in their classes, and also for teaching assistants who may be supporting targeted children.

Some training is in house at staff meetings and Inset days delivered by the SENDCo. We also use external providers to deliver staff training. The SENDCo attends SEND meetings and briefings arranged by the Local Authority and attends Networks within The Our Lady of Lourdes Trust to keep up to date with local and national updates in SEND.

All teachers and support staff undertake an induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice to discuss the needs of individual pupils.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the senior Management team, ensures that training opportunities are matched to the school's development priorities.

Links to support services, other agencies and voluntary organisations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion; this includes health, social care and education.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO and the child's parents. The following services will be involved as and when is necessary:

- Educational Psychologist (CEPS)
- Inclusive Education Services teachers from the L.A support service
- Speech and Language Therapists (SALT)
- School Doctor/Community Paediatrician
- School Nurse
- Community and specialist nurses
- Health Visitors
- Children and Adolescent Mental Health Service (CAMHS)
- Targeted services - Children's Centre
- Behaviour Support Service (BST)
- Education Welfare Officer (EWO)
- Social Workers
- Early Years Portage Team

Representatives from appropriate external agencies are invited to SEND reviews/EHCP annual review meetings throughout the year to discuss SEN provision. All reports from external agencies will be passed to parents.

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Monitoring and Evaluation of SEND

We regularly and carefully monitor and evaluate the quality of provision we offer for all children. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

We will evaluate provision using the following actions:

- The SENDCO reporting annually on the efficient and effective use of resources for pupils identified as having SEND.
- The monitoring and evaluation of progress of pupils with SEND is detailed in the *Graduated Approach* section (above);

- For pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan, annual reviews are carried out in accordance with the appropriate legislation and the SEND Code of Practice;
- The SENDCo collects and analyses tracking data for all pupils on the SEND register and uses this, in conjunction with information gathered from other sources (SEND learning walks, professional dialogue, discussions with pupils and parents etc) to inform the evaluation of the effectiveness of the provision
- The SENDCo meets with the SEN Governor and they jointly produce a report on the quality and effectiveness of SEND provision
- The SENDCo produces an annual action plan and updates progress against this on a termly basis.

All evidence collected will help inform school development and improve planning.

Supporting the Child and Families

The voice of the child.

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. All children, with the support of the SENDCo, will be involved in writing their own One Page Profile.

At St Margaret Clitherow, we encourage children to participate in learning by:

- being involved and responding to their class teachers marking to inform their next steps.
- being involved in reviewing and setting new targets where appropriate
- participating in reviews with parents and teachers
- participating in their Annual Review of EHC Plans
- participating in transition planning by expressing their views

Information for Families

The schools SEND Information Report (Local Offer) is available on our website for parents to access.

Further information and advice for parents can be found on the following websites which also outlines the Local Offer for Nottingham City and Nottinghamshire County,

Nottingham City

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

Nottinghamshire County

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

The LA has a Parent Partnership Service for the parents/carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities. Parent partnership can be contacted on 0115 948 2888.

Supporting Pupils at School with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have a statement or an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (Jan 2015) is followed.

Specific personalised arrangements are put in place in school to support pupils with medical conditions.

Procedure for Complaints

St Margaret Clitherow's complaints procedure is in line with the policy of The Our Lady of Lourdes Academy Trust.

As soon as a parent has any concerns, queries or complaints please follow the following steps:

1. Arrange a meeting with the child's class teaching to discuss the concern, query or complaint
2. If not resolved, arrange a meeting with the SENDCo - Miss O'Neill
3. Referral made by the SENDCo to the Headteachers or Senior Management Team in the absence of the Head Teacher.

In the case of an unresolved complaint, the issue should be taken through the general Governors complicates procedure (see complaints policy under policies on the school website or ask for a copy from the school office.)

Written September 2019

Planned review September 2020

This policy has been agreed by:

Signed: _____ (Head Teacher)

Date: _____

Signed: _____ (Head Teacher)

Date: _____

Signed: _____ (SEN Governor)

Date: _____

Signed: _____ (SENDCo)

Date: _____: