

# St Joseph's Catholic Primary School



## Special Educational Needs and Disabilities (SENd) and Inclusion Policy

Date policy last reviewed: February 2024

Signed by:

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

## **Introduction**

St. Joseph's School is fully committed to the inclusion of all children and places children's health and well-being, learning and development at the centre of everything we do. We value the individuality of all children and take account of pupils' varied life experiences and needs. We are determined to create a safe school environment where children are encouraged to take risks and develop independence. We offer a broad and balanced curriculum, are committed to providing opportunities for children to achieve and have high expectations of all our children and staff at St. Joseph's School.

With inclusion at the heart of our practice we are committed in giving all our children every opportunity to achieve the highest of standards, actively seeking to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children and teaching and learning contexts give the best opportunities to achieve their full potential. In implementing this policy, we believe pupils will be supported to overcome their difficulties and leave St. Joseph's School as confident individuals on a path that will enable them to make a successful transition into the next stages of learning.

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities, including information sharing with parent/carers and others.
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health, and care (EHC) plans, SEN co-ordinators (SENCOs) and the information to be included in the SEN information Report (combined within this policy).

## **Special Needs Coordinator (SENCO)**

The person with the day-to-day responsibility for the co-ordination of specific provision made to support individual pupils with SEND is the Special Needs Coordinator Mrs. Dawn Hudson.

The SENCO is Miss Mary Jenkinson

Miss Jenkinson, SENCO, coordinates Special Educational Needs and meets regularly with the headteacher, Miss Laura Atkinson to discuss SEND and determine the strategic development of the SEND policy and provision to raise the achievement of all children with special educational needs.

The SENCO also works in close partnership with the SEND Governor, Mrs Anne-Marie Brammer to ensure adequate provision is in place for children with special educational needs and assist in the monitoring of performance of these children through understanding achievements and progress.

The SENCO and Headteacher ensure all teaching staff understand that they are responsible and accountable for the progress and development of the children in their class, including the SEN children accessing targeted intervention or support from Teaching Assistants or specialist staff.

The SENCO, headteacher and SLT encourage all members of our school community to be aware of their own strengths and needs through professional reflection, and to understand how they can overcome difficulties, including being able to identify who can support them. Ongoing SENCO support is provided through coaching, bespoke training, and the assistance of external agencies.

If parents or carers have concerns relating to their child's learning or inclusion this will initially be discussed with the child's class teacher. This then may result in a referral to the school SENCO. If preferred parents or carers may also contact the SENCO or headteacher directly if more appropriate.

## **SPECIAL EDUCATIONAL NEEDS and DISABILITIES and INCLUSION POLICY**

This policy has been created by the School SENCO with the headteacher, in liaison with the senior leadership team and agreed by the Chair of Governors. It is written to support SEND at St. Joseph's.

### **Policy Objectives**

- To reach high levels of achievement for all.
- To be an inclusive and emotionally nurturing school.
- To ensure the equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To closely monitor the progress of all pupils in order to identify needs as they arise and provide support as early as possible.
- To provide full access to the curriculum through careful consideration of planning and provision, by class teachers, SENCo and support staff, as appropriate.
- To provide specific input matched to individual needs, in addition to differentiated classroom provision, adapted classroom provision, for those pupils with more complex and ongoing SEND, such as those on the SEND register or with an Education Health and Care Plan (EHCP).
- To achieve a high level of staff expertise to meet the needs of all pupils with SEND.
- To work collaboratively with a range of outside professionals and agencies in order to strive for the maximum educational inclusion, achievement and development of all pupils with SEND.
- To involve parents/carers in plans to meet their child's additional needs.
- To involve the children themselves in target setting, as appropriate.
- To have regard to the following legislation and ensure the relevant guidance is implemented effectively across the school:
  - Special Educational Needs and Disability Regulations 2015
  - Special Educational Needs Code of Practice 2015
  - The Children and Families Act 2014
  - Statutory Guidance on Supporting Pupils with Medical Conditions 2014
  - Teacher Standards 2012
  - The Equality Act 2010

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. This different provision from or additional practice to that normally available to pupils of the same age, may be needed to support children's thinking, understanding, physical or sensory needs, speech language and communication needs or emotional and behavioural difficulties (Code of Practice, May 2015).

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to the pupil being recorded as having SEN. However, it may be an indicator of learning difficulties or disabilities and as a result of this children may be placed on a monitoring list. Equally, we recognise that it should not be assumed that attainment in line with, or exceeding, chronological age means that there is no learning difficulty or disability.

Children with English as an Additional Language will also not be deemed to have SEN, although they may be offered additional learning support to ensure language is not a barrier to learning.

### **SEND in school**

There are four broad areas of SEND. Some children may have needs which include one of the areas, more than one area or all these areas, and sometimes children's needs can change over time.

St. Joseph's school provides additional and/or different provision for a range of needs, including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

### **Communication and interaction**

Children identified with Speech, Language and Communication (SLCN) may display difficulties in:

- Producing or responding to expressive or receptive language
- Uttering speech sounds
- Understanding spoken and other communications from others
- Understanding age-related social conventions of interaction, such as turn-taking during conversations or appropriate level of physical contact during play

### **Cognition and learning**

This category includes general learning difficulties and disabilities which impact on learning across the curriculum, such as Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD). Children with severe and complex learning challenges as well as physical disability or sensory needs. However, cognition and learning needs may only impact on specific areas such as reading, writing, spelling and mental calculations.

Cognition and learning need generally account for difficulties in curriculum-related areas such as:

- Reading, writing and spelling
- Numeracy
- Comprehension
- Processing difficulties such as sequencing, inference, coherence and elaboration
- Working memory
- Short term verbal memory
- Other types of executive function difficulties

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social, emotional and mental health (SEMH) difficulties throughout their childhood which may manifest in different ways. Behaviour itself is considered to be a surface feature of an underlying difficulty and is therefore no longer a category in itself. The reasoning is that a child's behaviour is perceived as a communication about the child's state of mind and may be caused by a variety of factors.

## **Sensory and/or physical needs**

Within this broad area of need, children will be identified with a disability which prevents or hinders them from making use of the educational facilities. Children identified with a sensory or physical disability often require additional ongoing support and equipment to access all of the opportunities available to their peers.

The SEN Code of Practice (2015) states: **Paragraph 6.27**

*'These **four broad 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. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time... A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.'*

## **IDENTIFICATION AND SUPPORTING PUPILS' NEEDS**

We accept the principle that pupils' needs should be identified and met as early as possible and that the school will use its best endeavours to ensure that teachers in the school are able to identify and provide support for those pupils who have SEND. The Senior Leadership Team and teachers use whole school tracking data as an early identification indicator of pupils needing additional support. Pupil Progress meetings are held termly with the Senior Leadership Team and class teachers to closely monitor progress, recognise any potential barriers to learning and identify pupils' needs.

We use a number of additional indicators of SEN which include:

- The analysis of data including entry profiles
- Foundation Stage Profile
- EYFS Development Matters
- Reading fluency assessments and RWI phonics data
- Concerns expressed by the class teacher
- Following up of parental concerns
- Tracking individual pupils progress over time
- School transition documentation and information from previous schools
- Information from other services, this may include reports from Speech and Language, or assessments undertaken by the Child Development Centre or CAMHs.
- The Rotherham SEND Local Offer graduated response materials for all areas of SEND.

## **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers carefully consider and plan provision to support pupils' learning within all areas of the National curriculum (this includes provision within the teaching of Phonics, Maths and English). This may involve modifying learning objectives, and include supportive strategies such as scaffolding learning, or differentiation by outcome. It could also involve a streamed teaching approach to lesson delivery and children grouped by ability in phonics.

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision is related specifically to their needs. Such provision may include:

- In class support for small groups with the class teacher or teaching assistant
- Same Day Intervention (SDI) Precision Teaching and Pre-teaching
- Small group work with the class teacher or teaching assistant
- Individual class support or more focused 1:1 work
- Further differentiation of resources including the use of concrete objects
- Wave 2 interventions. These are specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. These interventions are often targeted at a group of pupils with similar needs and may be linked to particular areas like phonics, maths or handwriting.
- Wave 3 interventions. These are targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions like ELSA.
- Provision of alternative learning materials/specialist equipment
- Provision of adult time for planning and preparation, e.g. devising interventions and monitoring their effectiveness, creating resources to support learning outcomes
- Staff development to learn more effective strategies to enhance teaching and learning
- Access to specialist teaching and support services, such as the Speech and Language Service, for more detailed assessments of individual needs and advice/training.
- Access to assessment and profiling of pupils' learning needs through individualised assessment work by the SENCo or designated curriculum/pastoral teaching assistants.
- For pupils with EHC Plans, provision will meet the recommendations outlined within the statement objectives and plan outcomes.
- For our more complex learners with EHCPs or awaiting assessment for an EHCPs, identified pupils are offered a more personalised curriculum planned by the SENCo and/or Rotherham Inclusion Support Service and delivered by identified teachers or teaching assistants.

### **MONITORING PUPIL PROGRESS**

At the heart of every class in the school is a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes, abilities and interests of the children, through Quality First Teaching. This is a process which is closely monitored by the SENCO, Headteacher, Senior Leadership Team, Senior Leaders in Education (SLE's) and the governing body.

As progress is the crucial factor in determining the need for additional support, all pupils' progress is monitored closely by class teachers and the SLT. Adequate progress is that which:

- Narrows the attainment gap between pupils and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same attainment baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour.

Further monitoring and intervention will be triggered when despite receiving targeted support and provision in addition to Quality First Teaching, a pupil:

- Still makes little or no progress in specific areas of the curriculum over a long period
- Continues to work at National Curriculum levels considerably lower than expected for a pupil at a similar age
- Continues to experience difficulty in developing English and Numeracy skills
- Has emotional/behavioural or social problems which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice/visits from a specialist service
- Has communication or interaction difficulties which interfere with the development of social relationships and act as a barrier to learning.

Monitoring of the progress of individual pupils at this level where specific interventions, targets, strategies and support are in place to support SEND will be through a graduated response and approach cycle of SEN Support as outlined in the SEND Code of Practice.

### **Monitoring the effectiveness of SEN provision**

This advocates a graduated approach of Assess, Plan, Do, Review, to meeting pupils' needs. Earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs in consultation with teachers, parents or carers and where appropriate, the SENCo.

To ensure a high maintenance of support for SEN pupils, the following procedures are followed:

- All class teachers will have an SEN file outlining the SEN of all pupils within their class and include individual monitoring plans documenting children's targets, supportive strategies and next steps.
- Each pupil will have a SEN file where all records of meetings, assessment and professional advice are kept by the SENCo.
- Interventions are reviewed termly by the SENCo, as part of the school's provision map.
- Intervention plans / assessments for specific interventions to support a child's educational development will be shared with parents, and a copy kept in the class SEN file and if applicable, the child's SEN file.

- On completion of the intervention, children’s voice will be taken, and feedback will be given to parents/carers during the review meeting or prior to this through verbal feedback.
- Monitoring plans are in place for all SEN registered (K) pupils to support a personalised approach to learning, to aid transition information between staff and to achieve target outcomes to achieve progress. These are updated half-termly.
- Pupil Passports are written annually for every child with an EHC Plan to include key learning outcomes, educational provision and medical needs to support clear information sharing between pupils, parents and staff. These are updated at the start of each new academic year and reviewed, if needed, during the school year.
- For any child on the SEN register identified and assessed as presenting Wave 3 barriers to learning descriptors on the Rotherham graduated response materials for any area of SEND EHC1 documentation will be started and if progress is not achieved over time, consideration will be given to applying for an EHC Plan in full discussion with parents.

### **THE GRADUATED APPROACH**

Every class teacher has a professional responsibility to ensure that the needs of each child have been identified and that the appropriate action to meet those needs is taken.

Information on the SEN in a Rotherham Schools by Rotherham SENDIASS (SEND Information Advice and Support Service) and a graduated approach for parents can be found using the following link:

<https://www.youtube.com/watch?v=cgNC6DxuzSI>

There are four distinct stages to the graduated response, which rely on effective practice in meeting the needs of children identified as needing SEN support.

These stages are:



#### **ASSESS:**

- Class teachers will share with the SENCo and parents/carers any concerns they have regarding the educational progress of a pupil. It may be felt at this stage that the child should be placed on the cause for concern or monitoring register, further quality first teaching offered, and the education progress reviewed within an agreed timeframe or
- The class teacher will complete an Initial Concerns Checklist, (linked to the area of need) which will form a baseline of any assessment as part of the process of a child being placed on the monitoring or SEND register.
- Class teachers will develop a Learner Profile for the child to provide additional information about the child.
- The SENCo will meet with the class teacher and parent to discuss concerns and decide on any further assessment work to be undertaken, and by whom, using the
- The Rotherham Graduated Response Materials (RGRM) for SEND to support this discussion (this will have been completed by the child’s class teacher and shared with the SENCO).



- In agreement with parents, the pupil will be placed on the SEND register for 'SEN Support'.

**PLAN:**

- Following a period of closer assessment (by the class teacher, SENCo, or outside professionals), a meeting will be held with parents, class teacher and initially the SENCo to formulate a plan of action to support the pupil, based on any new knowledge.
- Provision and strategies to support the child's SEN will be discussed at the meeting.
- From this, a Monitoring Plan with clear outcomes will be discussed, which may include access to specific interventions or resources and or a Positive Behaviour Support Plan to outline key strategies, provision, action points and outcomes for the pupil.
- The class teacher is responsible for ensuring any monitoring plans targets are shared with other staff members supporting the child and targeted intervention work planned.
- The class teacher is responsible for ensuring a child/children in his/her class is placed on the class Provision Map, which is updated termly and shared with SENCO, Headteacher and SLT.

**DO:**

- The additional provision outlined in the monitoring plan from the agreed SENCo and parent/carer meeting will be carried out for an agreed time.
- The class teacher remains responsible for the progress of the child on a daily basis and will liaise with any staff or outside agencies to closely monitor the progress of the pupil.
- The class teacher must oversee the work of teaching assistants and others assisting in the progression of the children's monitoring plan targets to continuously ensure there is progression in learning. The class teacher is responsible for reviewing targets half termly.
- The SENCo will offer support to staff in any further assessments, problem-solving and offer advice on the effective implementation of support and provision for identified SEN children.

**Assessing and reviewing pupils' progress towards outcomes**

**REVIEW PROCEDURES:**

SEN SUPPORT The timings and consultation of some reviews will depend on individual circumstances and need. However, in line with the Code of Practice, there will be three review meetings a year following the general format below:

- Autumn Term: SEN Review meeting with parents, class teacher, SENCo (and where appropriate, the pupil). (This may also take the place of a parents' evening appointment).
- Spring Term: an extended parents' evening appointment with the class teacher or a SEN Review meeting with parents, class teacher, SENCo (and where appropriate, the pupil). This may also take the place of a parents' evening appointment).

- Summer Term: SEN Review meeting with parents, class teacher, SENCo (and where appropriate, the pupil). (This may also take the place of a transition review meeting) Transition information will be shared with staff in preparation for the new academic year.

The SENCo will be involved in any identified review meetings, where necessary.

Review meetings will focus on the following areas:

- The effectiveness of support/provision and its impact on pupil progress
- Future provision and support
- Contributions of parents
- Contribution of pupils, where appropriate
- Updated information and advice
- Future action and outcomes.

SEN Parents of pupils in Year 6 will be given the opportunity to meet with the relevant secondary school SENCo in the summer term of Y6 to discuss any issues around future support and transition.

### **EXITING THE SEND REGISTER**

Within the graduated approach, where there is evidence through review meetings that a pupil is making good progress and no longer requires provision which is different from or additional to other pupils the same age, the child will be taken off the SEND register in agreement with parents and the class teacher, they may be placed on the monitoring register or deemed to be no longer a cause for concern. This action will be documented in the review meeting notes. The SENCo will then amend the register with the date of the agreed exit. Pupils will continue to be closely monitored through class pupil progress meetings (involving class teachers and the Senior Leadership Team and SENCO).

### **CHILDREN WITH EDUCATION, HEALTH AND CARE PLANS**

Reviews are held three times a year, once a term with parents, class teacher, SENCo and any relevant outside professionals. One of these will be an Annual Review of the child's EHC Plan.

The focus of the Annual Review is to determine the following:

- Is the EHC Plan still appropriate?
- Are the child's needs being adequately met?
- What progress has the child made towards the outcomes?
- Have the circumstances changed?
- Is any additional or alternative provision required?
- Are any further assessments necessary?

Copies of the report, minutes of the Annual Review meeting and any supporting documentation are sent to the Local Authority within 10 days of the meeting, in line with the Code of Practice, and circulated to all relevant parties. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC Plan.

The Annual Review of a Y4 pupil should also aim to give consideration to the type of educational provision the child will require at the secondary stage. It is therefore recommended that parents visit any secondary schools they may be considering for their child on secondary transfer, to offer an informed choice of provision.

### **REQUEST FOR STATUTORY ASSESSMENT (for an EHC Plan)**

In agreement with the parents/carers, the school will request a Statutory Assessment of SEN from the Local Authority (EHC1) when, despite an individualised programme of sustained intervention within SEN Support, the pupil's progress remains a significant cause for concern. This will be conducted through the process of the child's monitored support plan assessment and review. This assessment will determine whether it is necessary to create an Education Health Care Plan for the child. A statutory assessment for an EHC Plan may also be requested by a parent/carer or outside agency. The school however recognises that the request for a statutory assessment of SEN does not inevitably lead to an EHC Plan. This remains the decision of the Local Authority (LA). The school will provide detailed evidence to the LA in order for it to make an informed decision as to whether an EHC Plan assessment is necessary, within the relevant timescales outlined in the Code of Practice.

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so they can 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, school will comply with its duties under the Equality Act 2010. Consideration will be given to implementing a monitoring plan for individual pupils, in discussion with parents (for those children without an EHCP).

Some children may also have SEND and may have an EHC Plan which brings together health, social care needs, as well as their special educational provision; in these cases, the SEND Code of Practice (2014) will be adhered to. Nominated staff members will, (if necessary, undertake training), be designated to oversee the children's medical provision to comply with the requirements of the individual healthcare plans.

### **TRAINING, SPECIALIST PROVISION, FACILITIES AND ALLOCATION OF RESOURCES**

As a school, we are very proud of our inclusive ethos to all children with Special Educational Needs and Disabilities, and other vulnerable pupils. We regularly liaise with a number of external professionals to address the pupils' special needs, such as Speech and Language Therapists, Neurodevelopment specialists as well as professionals for the Autism Communication Team.

The budget is allocated in accordance with the school development plan. Additional support is funded through allocations from the Local Authority through High Need or Crisis funding for identified pupils and specialist provision and resourced are sourced for children as needed.

## **General training**

The school recognises the importance of training teachers and teaching assistants both within school and through training provided by outside agencies. The Head of School and SENCo are responsible for being aware of any SEND training available and facilitating access to this for relevant staff.

St. Joseph's is committed to maintaining a high level of Quality First Teaching throughout school by delivering high quality coaching and bespoke support, in addition to INSET linked to national developments, for all staff and supporting teachers to work in partnership with other professionals.

The SENCo will regularly attend the Local Authority's network meetings in order to keep up to date with local and national updates in SEND and will share all relevant information with school staff.

## **Additional support for learning**

We have seven teaching assistants in school who are trained to deliver interventions including: I can language intervention, RWI phonics, RWI Fast Track Phonics Tutoring, Fresh Start, English Mastery Fluency, Dough Disco, Maths Mastery keep up interventions, Times Table Rockstars, De-escalation training, Theraplay, Sensory circuits, Emotional Literacy Support (ELSA), trauma informed interventions, Creative Mentoring, Lego Therapy, Theraplay/Bonding through play, five-point scales and emotional regulation.

## **LINKS TO SUPPORT SERVICES**

We also work with the following agencies to provide support for children with SEND:

- Community Paediatrician
- Hallam Caring Team counselling service
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Early Years Inclusion Team
- Hearing Impaired Team
- Visually Impaired Team
- Autism Communication Team
- Counselling/Psychotherapist
- Fusion SEND Hub
- Educational Psychologist
- Rotherham Child and Adolescent Mental Health Service (CAMHS)
- Rotherham's Children's Social Care Team
- Early Intervention Team
- Multi-Agency Support Team
- Inclusion Support Service
- Rotherham Aspire

## **SUPPORTING PUPILS AND FAMILIES**

Parents and carers are encouraged to discuss any concerns about their child with the class teacher as soon as they arise. Class teachers will instantly act upon this information, taking the necessary steps to investigate the concerns and where appropriate liaise with the SENCO and/or headteacher.

Further information regarding SEND provision can be found from the following:

- Rotherham Local Authority Local Offer: [www.rotherhamsendlocaloffer.org/](http://www.rotherhamsendlocaloffer.org/)
- Admissions policy on the school website.
- Access arrangements for Y6 tests (including additional time, readers or scribes) will be submitted by the Y6 teacher and SENCo (March/April) and parents will be informed of any outcomes. The SENCo will undertake any additional tests prior to this submission as supporting evidence.
- Rotherham SENDIAS, SEN Disability Information Advice Support Service (formerly Parent Partnership) can offer impartial advice and support [www.rotherhamsendiass.org.uk/](http://www.rotherhamsendiass.org.uk/)  
Contact number: [01709 823627](tel:01709823627)
- Rotherham Parent Carers Forum - A registered charity run by and for families of children and young people (0-25) who have Special Educational Needs and/or Disabilities (SEND).  
[www.rpcf.co.uk/](http://www.rpcf.co.uk/) Contact number: 01709 296262
- Information for parents on school activities and general information is provided via the school prospectus, reports, newsletters, parents' evenings, Arbor, on the school website and Twitter and Facebook accounts.

## **Complaints**

As parents and carers are involved throughout the implementation of the SEN provision for their child it is hoped that there will be no cause for complaint. However, if a parent has a complaint:

1. Make an appointment to discuss this with the class teacher. The class teacher investigates and gives the parent a date for a follow up appointment if necessary.
2. If not satisfied, make an appointment to discuss the complaint with the SENCO/Headteacher
3. If still not satisfied, an appointment with the governor with responsibility for SEN and the Chair of Governors will be made.
4. If the problem is unresolved, the parent may contact the Local Authority about the matter.
5. At any time, the parent may seek help from the SENDIAS.

## **REVIEW OF SEND AND INCLUSION POLICY**

The school considers the SEND and Inclusion policy document to be important and, in conjunction with the Governing Body, will undertake a review of both policy and practice on a regular basis. This policy will be reviewed at least annually and agreed by the governing body. The outcomes of SEND policy and provision reviews may also be used to devise targets on the School Improvement Plan.

Date: February 2024

Review Date: May 2024

