



WORKSOP PRIORY C of E PRIMARY ACADEMY Special Educational Needs Policy (2017)

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A special educational need is:

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

The SEND Local Offer is a resource designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

www.nottinghamshire.sendlocaloffer.org.uk

Value Statement

At Worksop Priory C of E Primary Academy we value the abilities and achievements of all our pupils. We are committed to providing for each pupil the best possible environment for learning.

1. Aims and objectives

Aims

We aim provide an inclusive curriculum and believe that all children should be valued equally. Throughout the school we provide an atmosphere of warmth and support in which all pupils are valued and are able to take risks and make mistakes

To ensure that all children learn effectively, we provide a climate where learning is valued, children are praised for their efforts, and everyone can earn rewards and can work without fear of criticism.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **To identify the needs of pupils with SEN as early as possible.**

Where possible we will gather information from parents/carers, education, health and care services, early years settings and feeder schools where applicable prior to the child's entry into the school.

- **To monitor the progress of all pupils**

Continuous monitoring/reviewing of pupils by class teachers, SENCo and Senior Leaders identifies pupils with SEN and informs planning and intervention in order for all pupils to reach their full potential.

- **To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This is co-ordinated by the SENCo and Senior Leadership Team and is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. All children are encouraged and supported to take a full and active role within all areas of school life, including extra curricular activities and taking on specific roles within school e.g. School Council, Negotiator, Friendship Builder, Ambassador

- **To work with parents**

Both formal and informal dialogue takes place with parents/carers regularly in order for us to work together for the benefit of all pupils. Individual academic targets are set, reviewed and progress shared with parents/carers and at least termly. For those children working with an Individual Education Plan, specific targets are shared with parents/carers during IEP meetings and reviewed at least bi-annually. A written report, detailing progress, attainment, strengths and areas for improvement is produced and shared with parents/carers at the end of each school year.

- **To work with, and in support of, outside agencies**

When the pupils' needs cannot be met by the school alone.

- **Maintain a school environment where pupils feel safe to voice their opinions of their own needs.**

Regular one to one meetings are held between pupil and teacher/SENCo. Targets are agreed, which are recorded on a Pupil Passport. The Pupil Passport also documents strengths and needs, details what helps or hinders learning and takes into account the child's view as well as those of staff and parents/carers.

2. Roles and Responsibility for the coordination of SEN provision

The persons responsible for overseeing the provision for children with SEN are:

Worksop Priory Academy Special Educational Needs Team

Head Teacher	Mr. P. Abbott	head@worksopriory.org.uk
SENCo	Mrs. S. Rawson	s.rawson@worksopriory.org.uk
SEN Governor	Mrs. H. Hurt	

Academy telephone number 01909 478886

Local Offer <http://nottinghamshire.sendlocaloffer.org.uk>

The Head Teacher and SEN Governor oversee and monitor the progress of all children with Special Educational Needs. Numerical data and IEP's are available at all times from the SENCo.

The person co-ordinating the day to day provision of education for pupils with SEN is Mrs S Rawson (SENCo).

The governors are formally informed of the school's Special Needs provision through regular dialogue, meetings and reports. The G has responsibility for the day to day operation of the SEN Policy and for provision for individual children with identified SEN. Working closely with staff, parents/carers and other agencies, the SENCO aims to ensure quality first teaching and impactful high quality intervention for all children at Worksop Priory Academy with SEN. Training needs for both teaching staff and teaching assistants are identified and planned for by the SENCo in conjunction with the Senior Leadership Team, SFSS and the Worksop Town Family of Schools.

3. Arrangements for coordinating SEN provision

The SENCo will ensure details of SEN support are held in school (e.g. provision maps, IEPs, structured conversations, feedback from outside agencies, records of input from other professionals, progress and impact data etc).

All staff can access:

- The SEN Policy;
- A copy of the full SEN Register or alternative school document used for tracking each cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Additional individual pupil information, including action plans, targets and copies of their IEPs etc.
- Practical advice, teaching strategies, and information
- Updated information on current legislation and SEN provision (Staff Noticeboard)
- Information available through Nottinghamshire's SEND Local Offer

This information is accessible to all staff and parents [in a summary version relevant to each party] in order to aid the effective co-ordination of the academy's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

4. 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.

The school works closely with other early years settings, primary and secondary schools in sharing information at transition points. Where appropriate, staff from other settings, and involved agency professionals, are invited to meet with the SENCo and to attend IEP review meetings and specific transition meetings.

An information transfer document is in place to ensure all relevant documents are forwarded to or received from a school. The Worksop Priory SENCO contacts the new school by phone to speak to the previous/new SENCO or class teacher to inform of any additional needs and give advanced notice of any additional funding allocations or requests.

All transition programmes are created and centred around the child's individual needs

5. Specialist provision and facilities for pupils with SEN

Worksop Priory C of E Primary Academy has a number of pupils being monitored for and with an identified special educational need or disability.

We have a well trained staff team, who have a range of knowledge in SEN provision and support. We have been quality assured as a dyslexia friendly school and we work with pupils with a wide range of needs including autism, hearing and visual impairments. We have a well- trained, highly respected pastoral care team.

We are committed to whole school inclusion. For more information on our provision for inclusion see **section 10**. The school has a range of specialist SEN facilities in place. These are:

1. Physical environment - the school site is all situated at ground level no steps, window blinds and disabled parking
2. Assistive technology
3. Increased access to the curriculum and assistance during tests
4. School transport – the academy owns a minibus

6. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of an Academy's budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. The Family SENCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The school's actual LA allocation for the current year can be checked with the Academy Budget Manager. The funding allocation to support the teaching of SEN pupils changes annually according to the agreed local formula. Nevertheless, at Worksop Priory Academy we invest significantly more than the sum allocated in the support of this special group of children.

The Headteacher, Senior Leadership Team, SENCo, and SEN Governor meet annually at the beginning of every academic year and following each assessment period to discuss the attainment of all children and re-evaluate provision per class group using provision maps. Identification of suitable interventions, screening, training and resources needed to support individuals or small groups of children in school is made. This information is then used by the SENCo to plan support for pupils and staff.

Investments are directed at providing:

- Release time to allow the SENCo to carry out her role
- Intervention teachers and TAs for support time to engage with pupils and deliver planned intervention/ recovery programmes
- Support materials and equipment across all curriculum areas, including appropriate reading books to support pupils with learning difficulties or delay.
- Training materials, course opportunities and cover to support staff in the teaching of SEN pupils

School offers additional support in

- Dyslexic friendly classrooms
- Spelling support
- Specific reading material for reluctant readers/content appropriate for higher and lower ability readers, synthetic phonics readers
- Numicon resources and apparatus
- Assistive technology including a full range of software
- Equipment aids
- Autism/ADHD/Anxiety resources
- Communication aids, including PECS Books
- Emotional support (Buddies, SEAL, Breakwell Assault Cycle, Explosive child etc.)
- Sensory resources
- Handwriting/Fine Motor/Gross Motor skills programmes
- Transition programmes

7. Identification of pupils needs

Identification

The importance of early identification, assessment and provision for any child who may have special educational needs as research shows the earlier the action is taken, the more responsive the child is likely to be. Assessment at Worksop Priory Academy is not a single event but a planned, continuous process.

Please see the definition of Special Educational Needs at start of the policy (page 2)

We fully understand that Special Educational Needs are diverse in nature and in the case of pupils experiencing learning difficulties; we recognise that these may be:

- ❖ Sensory and/or Physical
- ❖ Cognition and learning
- ❖ Communication and interaction
- ❖ Behavioural, Emotional or Social developmental
- ❖ Anxiety

A graduated approach: This recognises that children learn and progress at varied rates

Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

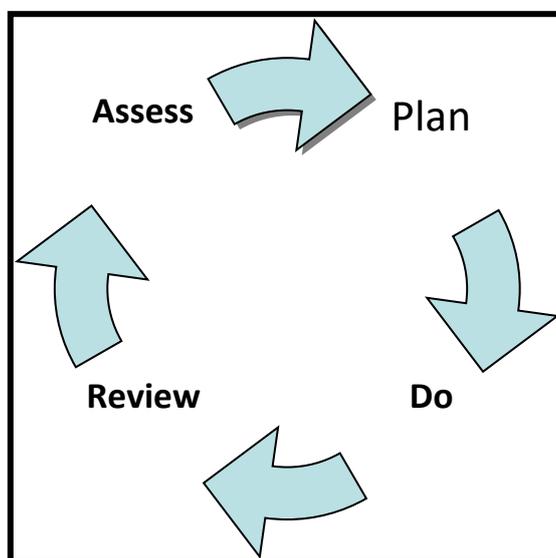
- a) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- d) Through (b) and (c) it can be determined which level of provision the child will need going forward.
- e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.

- f) Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is formally recorded by the school as being monitored under observation due to concern by parent or teacher but this does not place the child on the school’s SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- h) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child’s needs and progress being made.

SEN Support (Identification process)

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil’s school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

Assess – Plan – Do – Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil’s needs using the class teacher’s assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil’s views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school’s information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with intervention teachers, teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

In Class

- Being taught via a range of teaching styles
- Being encouraged to recognise their preferred learning style and to build up skills in the other styles i.e. auditory, kinaesthetic, and visual
- Providing work that is differentiated in class specifically for their needs
- Assessment led ability based target setting

In School

- Being part of small TA supported intervention group/recovery programmes that are designed to give children the opportunities to consolidate or "fill" learning gaps e.g. 5 minute box, Beat Dyslexia, Springboard mathematics, FFT
- Regular sessions with a member of the SENCO team or designated booster teacher for strategic teaching
- Ability based target setting with booster groups, plus 1:1 reading using the Better Read principles

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

8. Referral for an Education, Health and Care Plan (replacing Statements)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. 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 EHC Plan will be taken at a progress review meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or 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:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 977 4012 or 0115 977 3323

or by contacting the Parent Partnership Service on: **0115 948 2888**

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

At Priory C of E Primary Academy every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is reviewed annually by the Headteacher and the curriculum subject leaders. Updates are shared at staff meetings throughout the year attended by the SENCO and each curriculum subject manager has a development plan.

- Staff working with children are kept fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Regular training is provided and learning opportunities for staff in all key stages on the subject of SEN and SEN teaching. School staff are encouraged to be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Staff use of all class and school facilities and space
- Use of in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or smaller group teaching is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher and LGB oversee the academy's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by all teaching staff and the LGB together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom: all venues are pre-checked for access arrangements including the curriculum activities offered and tailored to individual need as required by the teacher and SENCO. All children are encouraged to attend extra-curricular activities and any necessary support is provided.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub, Bassetlaw Primary Behaviour Partnership and PSED team.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This provision is made through one to one meetings (both formal and informal), multi-agency support and collaborative planning between the SENCO, staff and parents.

The Head teacher and SENCO review this policy annually and share the document with all staff. However, if there are National directives or developmental suggestions from parents, pupils or outside agencies, these may be piloted during the year and built into the policy at the following review.

As a school we constantly review our SEN provision, and as such, if any issues or difficulties arise we refine our strategies accordingly. Any changes are reported to the governors by the SEN Governor, Head teacher or SENCO, and once ratified by them the policy is amended accordingly, with all staff informed.

A termly SEN report is made to Governors. As a result of this report and relevant updates through Governor Meetings, the Governing body monitor the processes outlined above and review progress against any new initiatives/objectives for SEN provision.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The SENCO will monitor review and evaluate interventions used to support pupils to achieve both academic and wider outcomes.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCO and Headteacher/SEN governor and information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/ parents' evenings-parent advocate /consultation evening / feedback forms / school forums.

This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014. Evidence collected will help inform the SEND development and improve future planning.

12. In service training (CPD)

We recognise the need to train and keep all staff up to date with issues, relevant training and developments in teaching practice in relation to the needs of pupils with SEN. SEN training forms part of the school's annual training programme and funding budget to support professional development. This is in place in order to raise staff awareness of alterations to legislation/ SEN requirements/ IEP's and to moderate pupil work in order to maintain a common or shared understanding of levels of attainment. It also serves to develop expertise in supporting children at Priory with specific learning needs i.e. Autism, Dyslexia and meeting requirements e.g. Safe Handling etc. Specific funding for SEN training is identified in the SENCO's Action Plan and allocated accordingly. Training takes place in staff meetings, planned TA sessions and at external locations by quality assured providers.

The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

Our school operates the following training programmes:

SENCO

- IDP school staff training
- Communication and interaction
- Behaviour and Autism
- Attachment behaviours and disorders
- Training in Foetal Alcohol Syndrome
- Early Years Portage
- Development matters/Family moderation
- Personal and intimate care planning
- Personal Emergency evacuation plans

All Staff

- IDP training
- Breakwell Assault Cycle
- Explosive Child
- Managing strong emotions
- Behaviour for Learning
- Precision teaching
- Working memory

Relevant Staff

- Managing actual and potential aggression (MAPA)
- Safe Handling, PEEP, Personal and intimate care planning etc.

Pastoral Care

- Silver SEAL
- Loss and Bereavement Counselling
- 'Woodfers World'
- 'Zippy's Friends'
- Peer mentoring
- Nurture group training
- Penn Resilience

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

13. Links to support service, other agencies and voluntary organisations

At Priory C of E Primary Academy we invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Schools & Family Support Service
- Speech and Language Service
- Local Behaviour Partnership
- Social Services
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

The school continues to build strong working relationships and links with external support services, agencies and volunteer organisations in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN 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 SENCo who will then inform the child's parents.

The following services will be called upon as and when is necessary, offering specialist advice, support and help to teachers, children and parents. At Worksop Priory C of E Primary Academy the following 'Local Offer' services are called upon to support our children:

- Schools and Family Support Service- Early Years, Communication & Interaction, Cognition & Learning, Sensory & Physical
- Educational Psychology team
- Speech and Language Therapists (SALT)
- School Nurse / Health Visitor / Community Nurse / Specialist Nurses
- GP Doctors and Paediatric consultants
- Physiotherapists
- Occupational therapists
- Physical Disability Support Service (PDSS)
- "Think Children" Pupil counsellors
- Parent Advocate,
- Multi-Agency Teams including: LAC, Social Services, Sure Start - Parent Support workers, CAHMS, Bereavement counselling, Early Help Assessment meetings (EHAF) - Multi Agency Support Hub (MASH), Bassetlaw Primary Behaviour Partnership (BPBP) and Complex case reviews.

14. Working in partnership with parents

(See also our Home-School Agreement)

At Priory we believe that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through termly progress review meetings, provision reviews, and annual reports.

If a parent requires any additional information or just needs a "chat", they are warmly welcomed into school to talk with the SENCo, class teacher, Head teacher or all of them, at a mutually convenient time.

At any time, school may request a meeting with parents to discuss any important issues. Agencies may also request the involvement in meetings by the SENCO, where information is shared with the consent of parents.

The school liaises formally and informally with parents on a whole range of issues through face to face, contact, phone calls, personal and class consultation events, which can include a range of SEND issues. Parents can request support from the Parent Advocate to assist them in seeking further information, share, or clarify their thoughts, and views, and attend all meetings.

At the start of each academic year an internal "Springboard" meeting is held with the SEN team where the SENCo identifies all children potentially requiring support during the academic year are discussed. Termly progress data meetings are a platform for identifying children at termly intervals for additional support, allowing their needs to be taken to the Family of Schools Springboard meeting as required with parents signed consent for discussion and involvement.

Parents can raise concerns with the class teacher, SENCO, Parent Advocate or via the Parent Voice Group at any time, face to face, or by leaving a message in the school office. Class teachers will also pass on any parental concerns, following the termly parent interviews, to the SENCO. As soon as a concern has been identified an appointment will then be arranged at a mutually convenient time to all, (usually within 10 working days) to discuss the concerns and follow up action to be taken.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor may be contacted at any time in relation to SEN matters.

15. Links with other schools

The school is a member of the local Worksop Town Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. We work closely with catchment and non-catchment schools within the Nottinghamshire area. Children and parents transferring to or from schools are encouraged to meet with us formally and informally to allow receiving staff to get to know a child, their family and any concerns they may have.

16. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to a member of the SEN team: The SENCO, Head teacher or SEN Governor who will be able to advise on formal procedures for complaint. Parents will be advised to refer to the general complaints procedure which is published on the Academy website. A copy can also be requested from the school office.

However if there is a problem, which requires the involvement of a third party the following steps are followed in rank order:

1. Meeting with SENCo – Parent Partnership advice to be offered
2. Meeting with Head Teacher/Senior Leadership Team
3. Involvement of SEN Governor / Governor’s Pupil & Personnel Committee
4. Area Education Officer, North Base, Mansfield
5. SEN Officer, SEN Section at County Hall, Nottingham

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.

Adopted:

Review Date: