



Codsall Community High School

Special Educational Needs and Disability Policy

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Introduction

The Special Educational Needs and Disabilities (SEND) Policy outlines the policies used in Codsall Community High School to support students with SEND.

The SEND Policy at Codsall Community High School is based on the SEND Code of Practice: 0 to 25 years (DfE, 2015). It recognises that all students entering Codsall Community High School are different in their abilities, aptitude and interests. The school aims to provide all students with a physically, morally and educationally secure environment in which to develop and reach their true potential as set out in the school aims and values.

The principles, practices and procedures underpinning the SEND policy are:

- All students with SEND are identified and assessed as early as possible using information received from feeder schools on transfer documents and discussions with staff.
- In most cases a student on the SEND register will not be statutorily assessed and support will be internal. Each student should have their needs assessed against a consistent framework determined by the LA.
- Where a student has severe and complex learning difficulties, or physical difficulties, and where the LA considers it necessary to undertake a statutory assessment, the LA will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved: the student, parent or carer, staff and the LA.

Aims

- To provide a framework for all students on the SEND register who may have Special Educational Needs or Disabilities either throughout, or during a set time, during their school career.
- To identify, diagnose and assess the learning need of all students and to liaise with subject teams to ensure individual needs are met.
- To ensure that a broad and balanced, ambitious curriculum is made accessible to all students by providing appropriate support.

Objectives

The aim of this policy will be realised through the following objectives:

- By working within the SEND Code of Practice: 0 to 25 years.
- By raising expectations, performance and achievement.
- By ensuring continuity through close liaison with partner schools.
- By offering an appropriate curriculum;
- By providing effective support through a student profile and through provision mapping.
- By the use of appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- By involving SEND students in their own learning, and the processes by which it is acquired.
- By keeping accurate and up-to-date records on all SEND students.

Rationale

Codsall Community High School aims to provide every student with the highest quality of education. We aim to work together with parents, partner schools and other agencies within the community to deliver a coherent education provision that will enable all students to reach their potential. Our ethos is built upon the following principles:

Ambition

- We believe that with the right attitude our students can achieve the most

- challenging of goals.
- We expect 100% effort – there is no success without hard work.
- Our learners should demonstrate determination and resilience and not give up when things get difficult.

Altruism

- We expect our young people to be selfless, kind and considerate.
- Our ethos is based on looking out for each other and taking care of each other, regardless of friendship groups.
- We are proud of our diverse school community and accept all, deriving
- happiness from the success of others.

Achievement

- We aspire to educate the whole person, catering for our students' academic and social needs.
- We aim to develop well qualified and well-rounded young people who understand that their goals can be achieved through hard work.

We value the abilities and achievements of all our students and have high expectations and set meaningful and challenging targets to raise the attainment and progress of everyone.

We will ensure that we support students with Special Educational Needs and Disabilities and fulfil the requirements of the Disability Act (2005) and The Equality Act (2010).

We will challenge discrimination for all and endeavour to create an environment that is free from discrimination.

All students, regardless of need, have an entitlement and right to access a high-quality education delivered through a balanced, relevant and personalised curriculum.

We will aim to identify, make provision and make reasonable adjustments where possible for students with Special Educational Needs and Disabilities (SEND).

Provision for students with SEND is recognised as a whole school responsibility.

We aim to create and maintain awareness within the school of the needs of students with SEND so all members of the school community share the responsibilities throughout the curriculum.

All teachers are teachers of Special Educational Needs and what constitutes good practice for students with Special Educational Needs is good practice for all students.

We recognise the value of parents/carers in supporting their children and will look to engage them and the students themselves in planning to meet their needs.

We also recognise that children's special educational needs are on a continuum and may change over time.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a *learning difficulty*, which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

The school will create and maintain a SEND register. The Governing Body will continue to have regard to the SEN Code of Practice (2015) when carrying out its duties towards all students with SEND. Students will be placed on the Special Educational Needs register using the following criteria:

- Students who have a long standing identified Special Educational Need will be placed on the SEND Register
- Students who access specialist interventions, that are additional or different to the usual curriculum offer, may also be on the Special Educational Needs register.
- Students with specific literacy and numeracy needs may also be placed on the register to ensure that needs can be supported and met through appropriate interventions
- Students who have been raised as a concern, will initially be placed on the “First Wave” register, so that the school can monitor their progress and add them to the Special Educational Needs register if it is deemed to be appropriate.

The school accepts students with Education, Health and Care Plans. September 2023 figures are stated below:

Special Educational Needs status	Number
SEND Support (K)	121
Education, Health and Care Plans	15
Total number of students with SEND	136

Identification and Assessment of Special Educational Needs

Codsall Community High School is committed to early identification, assessment and intervention of Special Educational Needs and adopts a graduated response to meeting students’ needs in line with the SEN Code of Practice (2015).

We have strong links with our feeder Middle Schools and identify the needs of the students throughout Year 8. The SENCO at Codsall Community High School liaises with the SENCOs at the Middle Schools to gather information relevant to the needs of each child. Contact is made and meetings are set up with parents/carers, Middle Schools, LA representatives, specialist teachers and external agencies to discuss needs and prior attainment. The SENCO meets with individual students and observes them in lessons to ensure that good practice is shared between schools. Students participate in a bespoke transition programme, to help students with the process and to enable the SEN Team at the High School to further understand each child’s need. Prior attainment data and specific information regarding students’ needs is collected from the Middle School.

On entry to Codsall Community High School, a range of evidence is collected through assessment and monitoring arrangements for students:

- During the first half term students complete a series of assessments including the STAR Reader Test, which enables staff to identify which students need targeted intervention.
- Information from the Teaching Assistants following the Induction Programme is also collated.
- Monitoring of a student’s progress in conjunction with the Pastoral Team

GL Assessment Dyslexia Profile is used to screen for dyslexic traits. Snap SPLD is used to screen for Specific or moderate Learning Difficulties and Snap B is used to screen for SEMH related issues. Exact

testing is used to screen for possible eligibility for access arrangements in examinations at the end of year 9. Data will be shared with these screening tools in accordance to the schools GDPR policy. Students found to have a standardised age score (SAS) in reading, spelling or maths of 84 or less are identified as “learning concern” and receive targeted intervention from teachers in the English and Mathematics faculties. If students do not make rapid progress within a term then additional support is provided by the SEND department and, where appropriate, an application is made for access arrangements.

Each term all students in the school are assessed in all their subjects. If a student is performing significantly lower than expected for their age in English and/or Mathematics then they are identified as “learning concern” and receive targeted intervention from teachers in the English and Mathematics faculties.

If more specialised assessment/advice for literacy needs is required, the SEND Team will carry this out on an individual basis to assess more precisely the needs of the student.

If, despite significant support and intervention, the school has evidence that a student is not making sufficient progress, we may seek further advice, consultation or assessment from external professionals such as an Educational Psychologist or specialist assessor.

If a student joins the school from beyond the local area, the SENCO liaises with the SENCO from the previous school. Files are passed on accordingly.

If a student joins the school after Year 9 then previous schools are contacted for information regarding the student’s Special Educational Needs.

English as an Additional Language

Lack of competence in English must not be equated with learning difficulties as understood by the ‘Special Educational Needs Code of Practice’. At the same time, students who have an additional language and make less progress may have learning difficulties.

The identification and assessment of the special educational needs of young people whose first language is not English require particular care. A student must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he or she will be taught.

Where there is uncertainty about an individual, Codsall Community High School will look carefully at all aspects of a student’s performance in different subjects and assessments to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from Special Educational Needs.

Specialism

Codsall Community High School manages and supports students with a wide range of SEND. These needs fit into one of the four broad categories of Primary Need outlined in the Code of Practice.

These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Terms of inclusion on the SEND register

Students with learning difficulties, i.e. those who have significantly greater difficulty in learning than the majority of young people of the same age. This is usually evidenced from results of formal tests undertaken throughout their academic careers e.g. Key Stage test and teacher assessment data.

Students with a disability, which prevents them from making effective use of the educational opportunities provided in school.

Students whose Social, Emotional and Mental Health is hindering their potential to achieve at their expected levels of performance.

Students who require something additional or different to be able to access the curriculum.

Special Educational Needs Provision

Codsall Community High School considers all of the support and provisions that are available to students with Special Educational Needs on a graduated approach. The support is determined by the wishes and feelings of the students in consultation with parents / carers. All support is reviewed throughout the APDR (Assess / Plan / Do / Review) cycle on a termly basis to ensure that students' needs are being met.

The graduated approach utilises the following support:

Lesson Support

- Quality First teaching strategies
- Know Your Class document completed, so teachers can record specific interventions relevant to each student with Special Educational Needs
- Reasonable adjustments
- Discussion with SENCO
- Reading Interventions
- Bespoke Interventions (e.g. communication / dyslexia)
- Use of word processor
- Access Arrangements in advance of exams
- Subject specific intervention
- TA Support

Pastoral Support

- Time Out Card
- Medical / Toilet Pass
- Early Leave Pass
- Academic Monitoring
- Attendance and Punctuality Monitoring
- CEIAG
- Progression Mentor / Counselling Support
- SEND and Pastoral Inclusion Meetings

Additional / Specialist Support

- TA Keyworker Support
- Base 25 Counselling
- Dyslexia Screening
- Autism / ADHD Referral
- Autism Inclusion Team
- Anger Management
- CAMHS Referral
- EWO
- Specialist Teacher Assessment
- Educational Psychologist
- SEND Inclusion Hub Meetings

External Provision

- EHCP Needs Assessment
- Reduced Timetable
- Alternative Provision
- Managed Move

Support is initially provided on a school level, led by the SENCO and implemented by Teaching Staff with the support of the SEND Team and the Pastoral Team. The information above highlights the range of interventions and provisions that Codsall Community High School offers at this level to support students in school with their learning, emotional wellbeing, behaviour and sensory / physical needs.

Codsall Community High School also works alongside a range of external professionals to offer additional and specialist support to students who need this. Staff in school work with students and parents and will make referrals (with consent where needed) to external professionals if students require additional and or specialist support that is in addition to what school can offer.

As shown above, Codsall Community High School also works closely with external providers. Codsall Community High School will refer to external provisions if needs cannot be met within the school. Codsall Community High School liaises regularly with all external providers to ensure that students are safe, well, supported and engaged.

Codsall Community High School regards the support services and outside agencies as an essential aid in helping to meet the needs of students with SEND and each service provides their own professional perspective. The services and agencies used by the school include:

- The Educational Psychology Service (EP)
- The Special Educational Needs and Disabilities Information Advice and Support Service (SENDIASS)
- The Speech and Language Therapy Service (SALT)
- Autism Inclusion Team (AIT)
- Occupational Therapy Service
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Attendance Advice Practitioner (AAP)
- Education Welfare Officer

- Local Support Team (LST)
- Base 25

The SENCo is responsible for making sure that outside agencies have full access to any information on the student. The outside agencies will assess the student and in conjunction with the SENCO, set up a further SEND Student profile or provide external agency support. Parents are involved and kept informed of progress, assessments and review dates. Should the students fail to make progress after two reviews, even with support from outside agencies, further external assessments will be sought, which may result in a statutory assessment.

The parents of all pupils on the SEN Register are invited to termly reviews, where the SENCO and Assistant SENCO discuss the student's progress against the targets set.

Identified students on the SEN Register with high needs and receiving an intervention will meet regularly with a member of the SEN Team to complete a Learning Plan as part of the Assess, Plan, Do, Review cycle. Learning Plans are recorded on the **School Synergy** Provision Map and are reviewed and updated on a termly basis.

All Special Educational Needs provision is recorded for individual students on the **School Synergy Provision Map**.

Following key assessments, results of students with SEND are analysed and appropriate interventions take place. The performance of all students is monitored and any students causing concern are highlighted and potential SEN provision is considered.

Access Arrangements are put in place for students in assessments and the effectiveness of these are analysed. The Access Arrangements are then modified accordingly.

Statutory Assessment

At this stage the school along with the support services involved, make a case for the LA to formally assess a student with a view to gaining an Education, Health Care Plan (EHC Plan). The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The Educational Psychology service and other agencies involved with the student will liaise with the SENCo and parents at this juncture.

The LA together with outside agencies, will decide if a student needs formal assessment or not. After formal assessment, if an EHC Plan is issued, this will set out the legal guidelines on provision for the student.

The Role of the SENCO

The Special Educational Needs Coordinator at Codsall Community High School is Mr M Westwood. Mr M Westwood is Assistant Headteacher (SENCO). This is a permanent, full-time role and a member of the Senior Leadership Team. The SENCO can be contacted at senco@cchs.sslp.uk

The SENCO is responsible for:

- Completion of all administration for the school-based stages of assessment.
- Facilitation and coordination of LA assessments.
- Liaising with and advising teachers.
- Coordinating provision for pupils with SEND including in class support and/or specialist teaching.

- Maintaining the school's SEND register which will be updated termly.
- Contributing to staff training, which may be in-house or specialised training from outside sources.
- Liaising with parents and those with parental responsibility for students with SEND.
- Liaising with external agencies and meeting with them on a need basis.
- Liaising with the SEND Governor at least termly.
- Reporting to the SEND Governor and the Governing Body on SEND at each Governing Body Meeting.

All Teachers are Teachers of Children with Special Educational Needs and Disabilities

The school and governors recognise the importance of sharing information regarding Special Educational Needs and providing appropriate training for staff. Members of the SEND Team can and do use their expertise to provide professional development for colleagues within the school on a range of topics related to Special Educational Needs.

Whole school support systems for staff, to enhance their knowledge and strategies in order to support students with Special Educational Needs include:

- The SEN Register is easily accessible on the Staff Shared Area and School Synergy
- The name of each pupil is hyperlinked to a Student Profile for that individual student.
- The Student Profile includes the following information:
 - Name / Form Tutor / Keyworker / Date of update
 - Photo of student
 - Access Arrangements
 - Completed statements including:
 - I would like you to know that...
 - I find it difficult to...
 - It would help me if you could...
 - I will help myself by...
 - Additional Support
 - Need
 - Targets
- Staff are directed to the SEN Register at the beginning of each term to update their class lists and advised when new students join who have a Special Educational Need.
- Teaching Staff complete a "Know Your Class" sheet which details specific interventions for all students with SEND. These sheets are quality assured by the SENCO and SEND Team.
- Planned liaison between Teaching Staff and Teaching Assistants during directed time
- An open door policy where staff can seek advice and support regarding individual students and their needs
- Upon request, the SENCO will provide in lesson support to work with staff and develop appropriate resources, materials, targets, strategies and scaffolding.
- Training for staff can take place in school and offsite by external agencies. The SENCO contributes to the new staff Induction Programme and training for Initial Teacher Training and Early Careers Teachers
- Regular team meetings and training sessions for Teaching Assistants to develop existing knowledge and skills. Training will include sessions relating to: "What makes an outstanding Teaching Assistant, Scaffolding, Literacy across the Curriculum (how to support students' literacy skills, Dyscalculia, Dyslexia, Dyspraxia, Autism Awareness
- Staff training from Specialist Teacher / Inclusion Teams / Educational Psychologists

Staff Deployment

Codsall Community High School works on the principle that students with an EHC Plan will receive the required provisions as detailed in Part F of the EHC Plan. Students receiving SEN support will receive support specific to their needs.

Teaching Assistants provide in class support or small group support as appropriate. The SENCo meets regularly with Teaching Assistants and apprentice TAs to ensure support is being effectively and appropriately utilised.

Staff Development

- It is school policy that all staff (teaching and non-teaching) are encouraged to remain up-to-date and skilful in their area, attending courses that will enhance their skills and knowledge.
- As part of appraisal and the commitment to ongoing staff development the SENCo should ensure that relevant courses are brought to the attention of the Teaching Assistants.
- Many of our Teaching Assistants are specially trained to work with pupils with SEND and deliver interventions and different forms of additional provision.

Working with Students

We recognise the importance of consulting with students with SEND and involving them in decisions regarding their education. We value the importance of Student Voice and regularly use this to involve students in decisions at Codsall Community High School. Students are encouraged to speak to staff if they are concerned about progress, support or general issues at school.

All students on the SEN Register have a designated TA Keyworker. The TA Keyworker meets with students on a regular basis. Students are assigned to their TA Keyworker based on need and the bespoke expertise of each TA.

Termly Reviews are held, where the parents/carers of all children with SEND are invited to a meeting with the SENCO and Assistant SENCO. We also hold events, such as SEND Coffee Mornings, where the parents of children with SEND are invited into school to meet each other, building their own support networks, as well as having an opportunity to meet the SEN Team, raising any concerns or questions.

We have an “Open-Door” policy, where the SEN Team have built positive relationships with parents/carers. This enables parents/carers to contact the SENCO directly, so that issues can be addressed immediately and action taken to support students accordingly. Students with an Education, Health and Care Plan are invited to contribute their thoughts and feelings during the Annual Review Process.

We ensure that students with Special Educational Needs are supported throughout transition phases.

- Codsall Community High School staff visit Year 8 students with SEND prior to induction. The SENCO and Assistant SENCO observe students in lessons and meet with students, with the Middle School SENCO, TA, or external agencies.
- The Middle School SENCOs select Year 8 students with SEND to be invited to the High School in order to become familiar with the setting, environment and staff. This process includes an SEND specific Transition Day, in advance of the whole-school Transition Days. Selected students are also invited to the school individually (with parents) or in small groups to be taken on a tour of the school and to meet key members of staff.

- The SENCO ensures that extra guidance and support is offered to students as they select their KS4 choices.
- Codsall Community High School employs a Careers Advisor who prioritises students with EHCPs and students on the SEN Register to discuss future career paths.
- The Careers Advisor also ensures that Year 11 and Year 13 students with SEND secure an appropriate College / Sixth Form / University / Apprenticeship placement.
- All Year 11 and Year 13 students with an EHCP will have a transition plan and this information is shared with future educational providers.

Working with Parents / Carers

Partnership with parents/carers plays a key role in enabling students with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best ways of supporting them.

We offer and encourage parents/carers to contact us in a variety of ways and endeavour to be flexible in the timing of face to face and Teams meetings.

Parents/carers receive copies of "Student Profiles" and have the opportunities to contribute to these documents, including supporting their child to set targets.

Parents/carers of children with an EHCP are invited into school for an annual review meeting. Both students and parents/carers are asked about their views regarding progress, learning and support. The meeting gives parents/carers the opportunity to raise any concerns they may have regarding their child's Special Educational Needs and the support that is received.

The SENCO will also be available to meet parents/carers during all consultation evenings within the school calendar.

All correspondence regarding individual needs and interventions are communicated home to parents/carers to ensure they are fully informed and updated with their child's learning. If necessary, the SENCO will invite parents/carers into school to discuss any concerns, extra support and to celebrate success.

Admission Arrangements

- The South Staffordshire Learning Partnership's admission criteria is set out in the document "Admission Arrangements Policy" on the school website and is based on the LA document "Information for Parents" which is published annually. A copy of this is in the prospectus and is available from the school office.
- Each individual request for admission of students with SEND is judged using the following criteria – Is it in the best interests of the student? and would the education of the student hinder the education of others?
- Each request will be viewed sympathetically.

Accessibility

Codsall Community High School is a large and complex site, with ramps, disabled toilets, hoists, handrail provision and internal lifts, and is suitable for wheel chair access.

Full details of how the school's accessibility will improve over time is show in the "Accessibility Plan", which can be found on the school website.

Curriculum Entitlement

- The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student, including those with SEND and the steps taken to prevent pupils with SEND from being treated less favourably than other pupils (see school website).
- All departments promote the skills of oracy, literacy and numeracy through everyday teaching of their subject.
- Some classes are mixed ability and scaffolding is provided appropriately. In other subjects setting occurs e.g. Maths and English.
- Teachers and Teaching Assistants help support students in mainstream classes and provide specific help on an individual basis.
- Students entering in Year 9 have the opportunity to select courses suited to their needs.
- It is expected that every student irrespective of their ability will have full access to the opportunities offered in the school.
- The use of Teaching Assistants to support students in their classes and provide specific help should aid development, promote confidence and build self-esteem in the student.

Local Offer

Codsall Community High School sets out the provision it offers to children and young people with SEND on the school website (<https://www.cc-hs.com/policies/>). Staffordshire LA also publishes each school's information report in their Local Offer page, on their website:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localoffercannel=0>

Monitoring and Review

This policy is monitored, evaluated and reviewed annually.

The Governing Body of Codsall Community High School has a Governor with specific oversight of the school's arrangements and provision for meeting SEND.

The Governing Body of Codsall Community High School will ensure that the necessary provision and reasonable adjustments are made for any student who has SEND.

Equipment and facilities for students with SEND are secured according to their needs. Evidence is provided and a clear trail is kept.

This policy will help the school to raise attainment as part of the School Improvement Plan. Governors have a statutory requirement to know that the teaching and learning in the school are effective and that the school offers good value for money.

The key indicators of this process will include:

- Evidence of student progress, monitored through the school's assessment and reporting procedures, as stated in the Assessment Policy.
- Analysis of SEND data to show student attainment over three years – Analyse School Performance and/or SISRA data.

- How the work of the SENCO / SEND Team aligns with the work of the Pastoral Team and Academic Leaders in analysing and interpreting data in order to identify those students whose rates of progress are causing concern and then take action to resolve those concerns.
- Evidence that shows interventions are appropriate to the learning needs of students with SEND and effective in ensuring the intended progress.
- Observations and student feedback will be carried out to monitor provision, extra curricula activities and the culture of engagement and involvement of students with SEND.
- Annual Reviews of EHCPs will demonstrate a rigorous approach to ensuring that the provision is delivered accordingly.
- The use of the SEND Team and external professionals in a training capacity to ensure that there is an ongoing entitlement to training and support for staff in meeting the individual needs of children and young people.
- Evidence and feedback arising from student and parental questionnaires.

The data which will be analysed is as follows:

- English progress for SEN: Support and SEN: EHC Plan;
- Maths progress for SEN: Support and SEN: EHC Plan;
- Overall attainment for SEN: Support and SEN: EHC Plan;
- Overall progress for SEN: Support and SEN: EHC Plan;
- Average attendance for SEN: Support and SEN: EHC Plan;
- Persistent absence for SEN: Support and SEN: EHC Plan;
- Fixed term exclusions for SEN: Support and SEN: EHC Plan;
- Repeat exclusions for SEN: Support and SEN: EHC Plan;
- Permanent exclusions for SEN: Support and SEN: EHC Plan;
- Destinations data for SEN: Support and SEN: EHC Plan;
- Levels of parent and student satisfaction with provision and progress.

Complaints about SEND Provision

- All parents with children on the SEND register will be informed of the fact and be made aware that the SENCO is always available in school to answer any queries they may have.
- Any concerns about provision should be dealt with by the SENCo in the first instance.
- In the event of a parent or guardian not being satisfied with provision after contacting the SENCo, they should follow the school complaints procedure (see website).
- In the event of continued dissatisfaction, parents may appeal in writing to the LA.