Special Educational Needs and Disability Policy

Approved by Governors: **September 2026**

To be reviewed: **September 2027** (or in light of any new legislation)

Special Education Needs and Disabilities (SEND) Policy 2026-2027

Introduction

The Special Educational Needs and Disabilities Coordinators (SENDCos) at Whitefield Infant School and Nursery are **Miss Sarah Whittaker** and **Mrs Nicolle Graham**. Both hold the National Award for SEN Coordination in accordance with statutory requirements. Miss Whittaker is the Early Years Foundation Stage (EYFS) SENDCo and Mrs Graham is the Key Stage 1 SENDCo. In addition to her SENDCo responsibilities, Miss Whittaker also works as an Intervention Teacher, while Mrs Graham is a Year 2 Class Teacher.

The Governing Body has appointed a governor with responsibility for overseeing SEND provision and ensuring that the Governing Body remains informed about how the school meets its statutory duties in relation to SEND. At Whitefield Infant School and Nursery, this role is undertaken by **Miss Louise Cowell**.

This policy explains how Whitefield Infant School and Nursery identifies, supports and makes provision for pupils with Special Educational Needs and Disabilities (SEND), in line with the school's ethos, the SEND Code of Practice (2015) and the Equality Act 2010.

Definition of Special Educational Needs and Disabilities.

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

These needs are broadly grouped into four areas which may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health needs;
- Sensory and/or physical needs.

A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools.

The school recognises that pupils may have needs that fall into more than one of these areas and that individual needs may change over time. Provision is tailored to the strengths, needs and outcomes of each pupil.

Parents and carers requiring further information about SEND provision within the school should, in the first instance, speak to their child's class teacher or contact one of the school's Special Educational Needs and Disabilities Coordinators (SENDCos) or the Headteacher.

The school's SEND Information Report and Local Offer provide more detailed information about the school's context, approach to SEND and the provision available for pupils with SEND. These documents should be read alongside this policy.
Further information about services and support available across Lancashire can be found through the Lancashire SEND Local Offer.

At Whitefield Infant School and Nursery, we believe that **every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND)**. Through high-quality teaching, effective partnerships with parents and carers, and a commitment to inclusive practice, we aim to enable all pupils to achieve their full potential.

Policy Aims

At Whitefield Infant School and Nursery, we value all children equally and are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) are supported to achieve their full potential. In line with our school ethos, we strive to provide an inclusive, nurturing and ambitious learning environment in which every child can thrive.

We have high expectations for all pupils and are committed to ensuring that the profile of SEND remains a high priority within the school. Through high-quality teaching, effective support and strong partnerships with families, we aim to enable pupils with SEND to make excellent progress from their individual starting points.

All pupils have access to a broad and balanced curriculum, including the Early Years Foundation Stage Framework and the National Curriculum. We are committed to ensuring that all children can participate fully in the life of the school and enjoy equal opportunities to learn, develop and succeed.

We promote resilience, independence, confidence and a positive sense of self-worth in all pupils, enabling them to become happy, successful and valued members of our school community.

Policy Objectives

In order to achieve our aims, we will:

- Ensure that pupils are actively involved in their learning and are encouraged to

develop increasing independence, responsibility and self-confidence as they move through the school.

- Foster positive and effective partnerships with parents/carers, governors, external agencies and the wider community.
- Provide a broad, balanced and ambitious curriculum that is accessible to all pupils, including those with SEND, and promotes high levels of achievement and progress.
- Identify and assess the needs of pupils with SEND as early as possible and monitor their progress carefully through the graduated response process.
- Ensure that appropriately qualified SENDCos lead and coordinate SEND provision across the school.
- Promote high-quality teaching and inclusive practice by ensuring that all staff are responsible for planning and meeting the needs of pupils with SEND.
- Provide appropriate support, interventions, adaptations and resources to enable pupils with SEND to achieve their full potential.
- Work effectively with Local Authority services, health professionals, specialist teachers and other external agencies to support pupils and families.
- Ensure that pupils with SEND are fully included in all aspects of school life and have equal opportunities to participate in the wider curriculum.
- Publish and review annually the school's SEND Information Report and maintain an up-to-date Local Offer.

Identifying Special Educational Needs

The identification of Special Educational Needs and Disabilities (SEND) is embedded within the school's approach to monitoring the progress, attainment and wellbeing of all pupils and is informed by the school's Teaching and Learning Policy.

Early identification is essential to ensure that pupils receive the support they need to achieve their full potential. The school continually monitors the progress and development of all pupils through ongoing assessment, classroom observation, professional dialogue and pupil progress meetings.

Pupil progress is formally reviewed on a termly basis and, where appropriate, more frequently. The SENDCos work closely with the Headteacher, class teachers and support staff to analyse attainment and progress data, identify potential barriers to learning and monitor the effectiveness of provision through provision mapping.

Where concerns arise, class teachers discuss these with the SENDCo and complete a Cause for Concern form. Further information may then be gathered through discussions with parents/carers, pupil voice, observations, assessment information and review of current provision.

Where it is considered that a pupil may have SEND, parents/carers will be informed and involved at the earliest opportunity. Any decisions regarding SEND Support will be made in partnership with parents/carers and in accordance with the graduated response process of Assess, Plan, Do and Review.

The identification of SEND is guided by the SEND Code of Practice (2015) and Lancashire County Council guidance.

Despite appropriate quality first teaching, targeted interventions and differentiated learning experiences, taking account of the child's age and stage of development, the following may indicate that a child has Special Educational Needs:

- Little or no progress is made despite the use of a multi-sensory approach to teaching and learning designed to address the identified area of need.
- The child continues to work at levels significantly below those expected for children of a similar age in areas of the Early Years Foundation Stage or in English and Mathematics, resulting in low attainment across the curriculum.
- Communication and interaction difficulties create barriers to learning and require specific interventions or support.
- Social, emotional or mental health needs are not sufficiently improved through the strategies and support normally available within the school's nurturing environment.
- Sensory and/or physical needs create barriers to learning and progress despite the provision of personal aids, reasonable adjustments or specialist equipment.

If, following several weeks of additional support the child continues to experience difficulties the school may, with parental / carers permission, seek the advice of external agencies such as the Psychology and Support Services, the Specialist Teaching Service (Traded) or similar.

Additionally, some children may receive support from our National Health Service colleagues e.g. Speech and Language Therapy, Occupational Therapy, School Nurse etc. Any plans shared with the school by these agencies are carried out by staff within the school in liaison with the appropriate agency.

The school recognises that there are a number of factors which may impact upon a pupil's progress and attainment but are not, in themselves, Special Educational Needs and Disabilities (SEND). These factors will be considered carefully and appropriate support and adaptations will be provided where necessary.

These factors may include:

- Disability under the Equality Act 2010. The school will make reasonable adjustments to ensure that pupils can access the curriculum and participate fully in school life.
- Attendance and punctuality.
- Health and welfare needs.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium funding.
- Being a Looked After Child (LAC) or Previously Looked After Child (PLAC).
- Being a child of a member of the Armed Forces.

Persistent disruptive behaviour, withdrawn behaviour or concerns relating to a pupil's social, emotional or mental wellbeing do not automatically mean that a pupil has SEND.

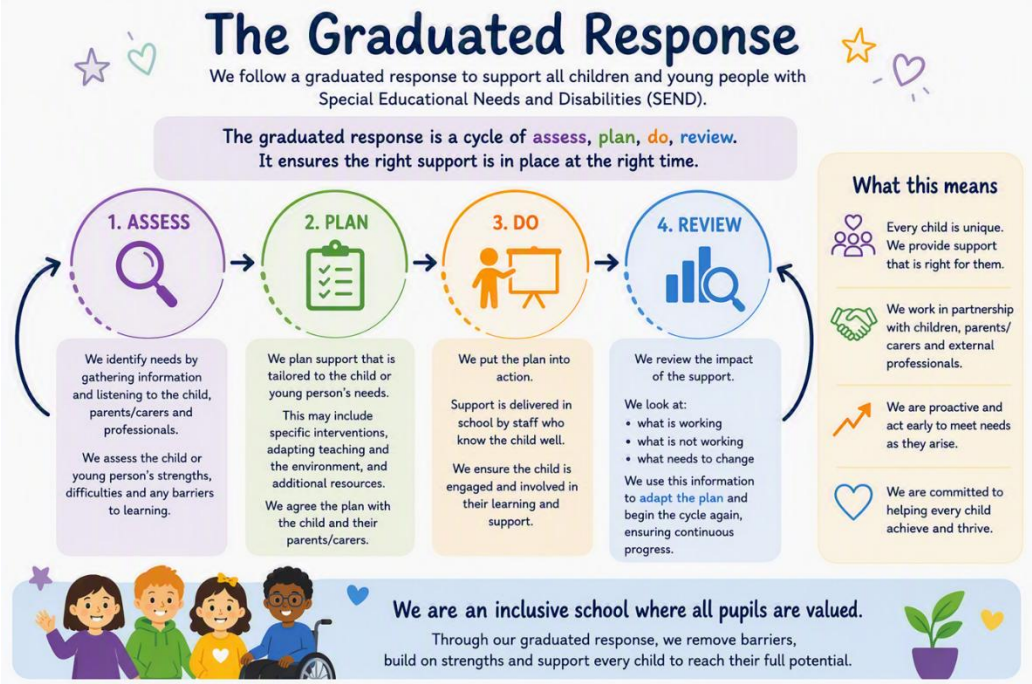
Where concerns arise, the school will investigate whether there are any underlying needs or barriers to learning. Staff will consider a range of possible contributing factors and work closely with pupils, parents/carers and, where appropriate, external agencies to identify and address the root cause of any difficulties.

The school recognises that behaviour can sometimes be a form of communication and will seek to understand the underlying reasons for a pupil's behaviour before determining the most appropriate support.

A graduated approach to SEND support: Assess – Plan – Do - Review

The key principles are:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in lessons through high-quality teaching that is adapted to respond to their individual strengths and needs, as set out in the Teachers' Standards (2012).
- High-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. However, some children may require additional support and intervention to enable them to make expected progress.
- Additional intervention and support cannot compensate for a lack of high-quality teaching.
- Where a pupil continues to experience difficulties in learning or development despite receiving high-quality teaching, appropriate adaptations and targeted intervention, the school will consider whether the pupil has Special Educational Needs and requires SEND Support.
- Pupils who join the school with an identified Special Educational Need or Disability will be supported through the same graduated approach as pupils identified within the school.
- When planning for pupils with SEND, teachers take account of information contained within the pupil's SEND Profile and any agreed outcomes and targets. Teachers also make reasonable adjustments and adapt teaching, learning activities and resources, where appropriate, to meet the needs of pupils with disabilities.



Assess:

What	Who	How
Initial concern identified	Parents/carers, Class Teacher, Teaching Assistants	Professional dialogue, discussions with parents/carers, learning walks, pupil progress meetings and Cause for Concern forms.
Classroom adaptations and targeted support	Class Teacher, Teaching Assistants	Examples may include adapted teaching strategies, classroom positioning, adapted resources, scaffolded learning and additional adult support.
Targeted, time-limited interventions	Class Teacher, Intervention Staff, Teaching Assistants	Individual or small-group intervention programmes delivered for an agreed period. Additional provision is recorded and monitored through Provision Mapping.
Further information gathered	Parents/carers, Pupil, Class Teacher, SENDCo	Discussions with parents/carers, pupil voice, analysis of assessment information and professional dialogue between staff.
Additional adaptations and support considered	Class Teacher, Teaching Assistants, SENDCo	Existing provision reviewed and further adaptations or interventions identified where necessary.
Observation and/or additional assessments	SENDCo	Classroom observations, intervention observations and additional assessments, where appropriate, to identify strengths, needs and barriers to learning.

Plan:

What	Who	How
Parents informed that additional provision is required	Class Teacher	Meeting with parents/carers where possible, or telephone discussion.
Pupil placed on SEND Register	SENDCo	Following consultation with parents/carers and consideration of evidence gathered through the assess stage.

SEND Profile created	Class Teacher with support from SENDCo	The SEND Profile identifies strengths, areas of need, successful strategies, provision and SMART outcomes. Parents/carers and pupils are involved in the process wherever possible.
Provision and outcomes agreed	Class Teacher, SENDCo, Parents/carers, Pupil	Agreement on support, interventions, reasonable adjustments and desired outcomes.
Review dates established	Class Teacher and SENDCo	SEND Profiles reviewed regularly throughout the year and formally reviewed at least three times annually.

Do:

What	Who	How
Delivery of targeted provision	Class Teacher, Teaching Assistants, Intervention Staff	Provision delivered as outlined within the SEND Profile through classroom support, interventions and adapted teaching approaches.
Daily implementation of strategies and adaptations	Class Teacher and Teaching Assistants	High-quality teaching remains the primary approach, with agreed strategies used consistently across lessons.
Monitoring progress towards outcomes	Class Teacher, Teaching Assistants and Pupil	Progress monitored through assessment, observations, work scrutiny and pupil discussions.
Communication with parents/carers	Class Teacher	Regular updates shared regarding progress, achievements and any changes to provision.
Staff professional development	Class Teacher, SENDCo and Leadership Team	Relevant CPD accessed where needed to enhance understanding of a pupil's specific needs.

Review:

What	Who	How
Review of SEND Profile and progress towards outcomes	Class Teacher, SENDCo, Parents/carers and Pupil where appropriate	Evaluation meeting to review progress, effectiveness of provision and next steps.
Review of interventions and support	Class Teacher and SENDCo	Assessment information and evidence gathered to

		determine impact of support provided.
Review of pupil voice	Class Teacher and SENDCo	Consideration given to the pupil's views regarding their learning, support and wellbeing.
Decisions regarding future provision	Class Teacher, SENDCo and Parents/carers	Amendments made to outcomes, provision and support as required.

Outcomes of Review:

Outcome	Action	How
Expected progress has been made and needs can be met through ordinarily available provision	Consider removal from SEND Register or move to additional needs register.	Professional discussion between Class Teacher and SENDCo, consideration at pupil progress meetings and consultation with parents/carers before any decision is made.
Good progress has been made but additional provision remains necessary	Continue SEND Support	SEND Profile updated and new outcomes agreed. Parents/carers informed and involved in planning.
Progress remains limited despite evidence-based interventions and targeted support	Seek advice from external agencies	With parental consent, referrals may be made to relevant professionals such as Educational Psychology, Speech and Language Therapy, Occupational Therapy or specialist teaching services.
Despite extensive SEND Support, progress remains significantly limited and needs cannot be met through the school's ordinarily available provision	Consider requesting an Education, Health and Care Needs Assessment	School and parents/carers work together to gather evidence and consider a request to the Local Authority.

Provision and provision mapping.

- The provision available to support pupils with Special Educational Needs and Disabilities (SEND) is detailed within the school's SEND Information Report and Local Offer, which are available on the school website.
- Pupils with an Education, Health and Care Plan (EHCP) receive the provision specified within their plan. The school works closely with parents/carers, the Local Authority and external agencies to ensure that identified needs are met effectively.

- Additional provision for pupils is carefully recorded and monitored through Provision Mapping. This enables the school to identify the support being provided, measure its impact and ensure that provision is matched appropriately to individual needs.
- The progress of pupils receiving additional support is regularly reviewed by class teachers, the SENDCo and senior leaders. This information is used to evaluate the effectiveness of provision and inform future planning.
- As part of our SEND provision, we have developed a specialist nurture and support provision known as **The Meadow**, which is designed to meet the needs of pupils with more complex learning, communication, social, emotional or sensory needs.
- Access to The Meadow is determined through an assessment of individual need. The school strives to ensure that all pupils can access appropriate support and provision to help them achieve their full potential.
- In some cases, despite the school's best efforts and targeted support, a pupil's needs may require additional specialist involvement beyond the resources ordinarily available within school.
- Where appropriate, and in partnership with parents/carers and relevant professionals, the school may request an **Education, Health and Care Needs Assessment** from the Local Authority. If agreed, this may lead to the issue of an Education, Health and Care Plan (EHCP).
- Further information about SEND support and Education, Health and Care Needs Assessments can be found on the Lancashire SEND Local Offer.

Supporting Pupils and families

- The Lancashire Local Offer provides information about services and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. Further information can be found on the Lancashire SEND Local Offer. The school's SEND Information Report and Local Offer are available on the school website and explain how the school identifies, supports and makes provision for pupils with SEND.
- We value the important role parents and carers play in supporting their child's education and wellbeing. Parents and carers are involved throughout the graduated response process and are encouraged to discuss any concerns with school staff at the earliest opportunity.
- Information regarding a pupil's progress, SEND Support Profile, outcomes and provision is shared regularly with parents and carers. These arrangements are in addition to the school's termly parent consultation meetings and annual written reports.
- The school's SEND Information Report is published on the school website and is reviewed annually. It contains information about the school's approach to identifying and supporting pupils with SEND, the provision available and how support is evaluated.
- Pupils with SEND are admitted to the school in accordance with the school's Admissions Policy. The school is committed to providing equality of opportunity and ensuring that pupils with SEND are able to access a broad, balanced and inclusive curriculum.

- During transition into school, staff work closely with parents/carers, previous settings and other professionals to gather relevant information about a pupil's strengths, needs and successful strategies. This helps to ensure that appropriate support and provision are in place from the outset.
- Where the school is made aware that a pupil may have SEND, staff will work in partnership with parents/carers and, where appropriate, external professionals to identify needs and plan appropriate support through the graduated response process.

Supporting Pupils at school with Medical Conditions

- The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits, school trips and physical education. Some pupils with medical conditions may also be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- Medicines administered in school are recorded in accordance with the school's Supporting Pupils with Medical Conditions Policy. Parents/carers are required to provide written consent before medication can be administered. Individual Healthcare Plans and other relevant medical information are shared with appropriate staff and maintained securely by the school.
- Some pupils with medical conditions may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care Plan (EHCP). Where this is the case, the school will ensure that medical, educational and social care needs are considered holistically and provision is delivered in accordance with the EHCP and the SEND Code of Practice (2015).
- The school ensures that staff receive appropriate training to support pupils with medical needs. First aid training is regularly updated, and specialist training, such as the administration of emergency medication (including adrenaline auto-injectors), is provided where necessary. Where pupils have specific medical needs, advice and training are sought from relevant healthcare professionals to ensure that staff are confident and competent in meeting those needs.
- The school's Supporting Pupils with Medical Conditions Policy is available on the school website or from the school office upon request.

Children looked after (CLA) by the Local Authority

- The school recognises that Looked After Children (LAC) may require additional support to achieve positive educational outcomes and reach their full potential.
- Where a pupil is looked after by the Local Authority, the school works closely with parents/carers, foster carers, social workers and other relevant professionals to ensure that the pupil's needs are identified and appropriately supported.
- All Looked After Children have a Personal Education Plan (PEP), which is reviewed regularly. The school contributes to these reviews and ensures that any identified educational, social, emotional or wellbeing needs are addressed.
- Where a Looked After Child also has Special Educational Needs and Disabilities

(SEND), the school will ensure that support is coordinated effectively through the graduated response process and, where applicable, through their SEND Profile and/or Education, Health and Care Plan (EHCP).
- The Designated Teacher for Looked After Children monitors the progress, attendance and wellbeing of pupils who are looked after by the Local Authority and works with all relevant agencies to promote positive outcomes.

Monitoring and evaluation of SEND

- The SENDCo reports annually to Governors on the effectiveness of SEND provision and the use of resources to support pupils with SEND.
- The monitoring and evaluation of the progress of pupils with SEND is carried out through the graduated response process detailed within this policy.
- For pupils with an Education, Health and Care Plan (EHCP), Annual Review meetings are held in accordance with the SEND Code of Practice (2015) and statutory guidance. For children under the age of five, reviews may take place more frequently where required.
- The SENDCo and Headteacher regularly analyse attainment, progress, attendance and wellbeing data for pupils on the SEND Register. This information is considered alongside evidence gathered through learning walks, classroom observations, SEND reviews, professional dialogue, discussions with pupils and parental feedback to evaluate the effectiveness of SEND provision.
- The SENDCo meets with teaching staff on a half-termly basis to review the progress of pupils with SEND. These meetings provide an opportunity to discuss concerns, evaluate current provision and identify any additional support or adjustments required.
- The SENDCo meets regularly with the school's SEND Governor to review the quality, effectiveness and impact of SEND provision and to ensure statutory responsibilities are met.
- As part of the School Improvement Plan, progress against identified priorities is reviewed regularly and evaluated throughout the academic year.

Training and Resources

- The funding allocated to support pupils with SEND is delegated to the school by the Local Authority as part of the school's overall budget. The Governing Body monitors the use of these resources to ensure that they are used effectively to support pupils with SEND.
- The Headteacher, in consultation with governors, the SENDCo and school leaders, is responsible for determining the allocation of resources to meet the needs of pupils with SEND.
- Resources are used to provide staffing, specialist interventions, staff training, educational resources and equipment to support pupils with additional needs. The costs associated with the SENDCo role are met through the school's overall budget allocation.
- The school is committed to maintaining and developing high-quality provision for all pupils. Staff are encouraged to undertake continued professional development (CPD)

to enhance their knowledge and understanding of SEND and inclusive practice.

- Teaching staff and teaching assistants receive training and support to enable them to meet the needs of pupils with a range of SEND. Training may be delivered internally by the SENDCo or externally through specialist services and professional agencies.
- Whole-school SEND training is provided where appropriate and is linked to identified priorities within the School Improvement Plan and the needs of pupils currently attending the school.
- Staff who access specialist training are encouraged to share their learning and expertise with colleagues to further develop inclusive practice across the school.
- The SENDCo regularly attends Local Authority SENDCo network meetings, cluster meetings and relevant professional development opportunities to ensure that the school remains informed about local and national developments in SEND.
- Where appropriate, the school works collaboratively with other schools, agencies and professionals to share expertise, training opportunities and resources that benefit pupils with SEND.

Roles and Responsibilities

- The Governing Body will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with Special Educational Needs and Disabilities (SEND).
- The Governing Body and Headteacher are responsible for determining the school's general policy and approach to meeting the needs of pupils with SEND and for ensuring that appropriate provision is made.

- The Headteacher has overall responsibility for the management of SEND provision within the school and keeps Governors informed about the effectiveness of the school's arrangements for supporting pupils with SEND.

- The Special Educational Needs and Disabilities Coordinators (SENDCos) are responsible for:
    - Maintaining and updating the school's SEND Register;
    - Supporting staff in identifying, assessing and meeting the needs of pupils with SEND;
    - Supporting the development and review of SEND Profiles;
    - Monitoring the effectiveness of provision and intervention through Provision Mapping;
    - Tracking the progress of pupils with SEND;
    - Liaising with parents/carers, external agencies and other professionals;
    - Making referrals to external services where appropriate;
    - Ensuring that accurate SEND records are maintained;
    - Supporting transition arrangements for pupils with SEND;
    - Working closely with the SEND Governor and preparing reports as required;
    - Providing advice, guidance and support to teaching and support staff.

- Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those who access additional support from teaching assistants, intervention staff or specialist services.
- Class teachers are responsible for implementing agreed strategies and provision identified within SEND Profiles and for working in partnership with parents/carers and the SENDCo.
- Teaching Assistants play a valuable role in supporting pupils with SEND. Working under the direction of the class teacher, they may deliver targeted interventions, provide in-class support and contribute to the monitoring of pupil progress, whilst promoting independence and participation in learning.
- All staff share responsibility for promoting an inclusive environment in which pupils with SEND can participate fully in school life and achieve their potential.

Storing and Managing Information

- Records relating to pupils with SEND are stored securely and managed in accordance with the UK General Data Protection Regulation (UK GDPR), the Data Protection Act 2018 and the school's Data Protection Policy.
- Relevant SEND documentation, including SEND Profiles, assessment information, professional reports, review records and correspondence, is stored securely on CPOMS and is accessible only to staff who require access to support the pupil effectively.
- Where paper records are maintained, they are stored securely in locked cabinets or cupboards and are only accessible to authorised members of staff.
- Electronic SEND records are stored securely within the school's network and access is restricted to appropriate staff members.
- Information relating to pupils with SEND is shared with staff on a need-to-know basis to ensure that appropriate support and provision can be implemented whilst maintaining confidentiality.
- When a pupil transfers to another school or educational setting, SEND records and relevant information are transferred securely and promptly to support continuity of provision and ensure a smooth transition.
- The school retains and disposes of records in accordance with its Records Management Policy and statutory guidance.

Reviewing the Policy

This policy will be reviewed annually by the Headteacher, SENDCo, SEND Governor and Governing Body to ensure that it continues to reflect current legislation, guidance and best practice. The review process will take account of:

- The progress and outcomes achieved by pupils with SEND;
- The effectiveness of the school's graduated response and SEND provision;
- The success of the school in promoting an inclusive environment and enabling pupils with SEND to participate fully in school life;
- Feedback from pupils, parents/carers, staff and governors;
- Information gathered through the monitoring and evaluation of SEND provision;

- Any recommendations arising from Ofsted inspections, Local Authority reviews or external professional advice;
- Changes to national legislation, statutory guidance or local procedures relating to SEND;
- Changes to staffing, roles and responsibilities, or school procedures.

Accessibility

- The school's Accessibility Plan is available on the school website and can also be obtained from the school office.
- Further information about the school's accessibility arrangements, including curriculum access, access to written information and physical access to the school environment, can be found within the school's SEND Information Report and Local Offer.
- The school is committed to creating an inclusive environment in which all pupils can access learning opportunities and participate fully in school life.
- The school operates an open-door policy and values regular communication with parents/carers. Parents/carers are encouraged to speak with class teachers and teaching assistants at the beginning or end of the school day where appropriate. Appointments with the Headteacher, SENDCo or class teacher can be arranged through the school office.
- Reasonable adjustments will be made, where appropriate, to ensure that pupils with disabilities are not placed at a substantial disadvantage compared with their peers.

Dealing with Complaints

- The school values the views of parents/carers and aims to resolve any concerns regarding SEND provision as quickly and effectively as possible.
- If a parent/carer has concerns about the provision being made for their child, they should, in the first instance, discuss the matter with the child's class teacher and/or the SENDCo.
- Most concerns can be resolved through informal discussion and partnership working between home and school. Where concerns remain unresolved, parents/carers may arrange a meeting with the Headteacher.
- If a parent/carer is dissatisfied with the outcome of these discussions, they should refer to the school's Complaints Policy, which outlines the formal complaints procedure.
- The school will seek to address complaints promptly and fairly in accordance with the timescales outlined in the Complaints Policy.
- The Complaints Policy is available on the school website and can also be obtained from the school office.

Bullying

- The school is committed to providing a safe, inclusive and supportive environment for all pupils. Bullying of any kind is not tolerated.
- The school recognises that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying and takes proactive steps to promote

positive relationships, inclusion and emotional wellbeing.

- Any incidents of bullying involving pupils with SEND are taken seriously and dealt with promptly in accordance with the school's Anti-Bullying Policy.
- Staff work closely with pupils, parents/carers and, where appropriate, external agencies to address concerns and ensure appropriate support is in place.
- Further information regarding the school's procedures for preventing and responding to bullying can be found in the Anti-Bullying Policy, which is available on the school website and from the school office.
- Additional information about the support available for pupils with SEND, including arrangements for promoting wellbeing and keeping children safe, can be found in the school's SEND Information Report and Local Offer.

Signed: …… Headteacher Next Review Due: **September 2027** (or in light of any new legislation)

Signed: …… Chair of Governors Date: