

Castleton & Glaisdale Federation

SEN information report

Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school's SEN policy, named contacts within the school where parents have concerns and details of the school's contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Castleton & Glaisdale Federation SEN information report

Date 20th July 2016

Link to SEN Policy: http://castletonprimaryschool.co.uk/index.php/download_file/view/323/130/

Governors should describe:

This is what we provide in our school	This is North Yorkshire LA's minimum expectations of good practice
1 What kinds of SEN are provided for in your school?	
<ol style="list-style-type: none"> 1. Castleton and Glaisdale are inclusive schools, offering mainstream education following the North Yorkshire model 2. Castleton and Glaisdale children and young people with a wide range of Special Educational Needs and/or disabilities (SEND). If a pupil with an Education and Health Care Plan (EHCP) seeks a place in the school, they are welcomed. 	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>
2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?	
<ol style="list-style-type: none"> 1. Castleton & Glaisdale Federation follows the 2015 Special Educational Needs and Disability Code of Practice: 0 to 25 years (Department for Education and Department of Health) 2. The named SENCO for our school is Mrs Jane Douglass <p>The SENCo can be reached through via telephone at either school. Contact Glaisdale School on 01947 897218 via administrator Helen Ford or Castleton School on 01287 660496 via administrator Jean Blacklock</p> <ol style="list-style-type: none"> 4. Castleton & Glaisdale Federation develop provision maps as required (our school's overall plan of support) for Attendance, Autism, Cognitive Learning, Emotional Social Behavioural Learning, 	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

Dyslexia, Gifted and Talented children, Sensory and Physical learning needs and Speech Language and Communication learning needs

5. All Castleton & Glaisdale Federation policies apply to all children in the school. Policies of particular relevance for children with SEND are:

- Administration of Medication Policy
- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Complaints policy
- Policy for Special Educational Needs and Disabilities

6. All members of the school, (children, practitioners, non-teaching staff and governors) respect the learning needs of children with SEND.

7. When a child enters the school, if it is felt by parents, caregivers and/or practitioners that the child may have special educational learning needs or disabilities, assessment will begin with a conversation between staff, parents or caregivers and the child him/herself.

8. A child aged 0-5 years is assessed through the Early Years Foundation Stage Profile

9. Further assessment involves the monitoring of progress

10. If there are still concerns, a child is referred to the SENCo. The SENCo advises staff and if necessary takes assessment further

11. There is a named governor who holds the school to account for making good provision for pupils with SEND. Our named governor Mrs Sue Barlow.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

1. At Castleton & Glaisdale Federation school a class teacher tells parents and/or caregivers as soon as possible about any concerns, and asks for their active help and participation
2. Children's progress is reviewed by the class teacher together with children's parents or caregivers. Parents, and caregivers, practitioners and the child himself/herself are all involved in decisions about a child's education
3. Pupil progress is monitored each term and reported to parents through parent evenings and the annual school report. A child who is not making the expected progress is considered for extra adult support or an intervention programme. Concerns can be raised by the class teacher or parent/carer at any time.
4. The Special Needs Co-ordinator (SENCO), class teacher and other practitioners work closely with parents and caregivers to plan appropriate programmes of intervention and support
5. For a child with SEND, more frequent communication may be needed so that parents and/or caregivers can work together closely with the school. In this case, communication events will be arranged and timed to be helpful to parents / carers.
6. Castleton & Glaisdale Federation staff and governors believe that parents' and caregivers' knowledge of a child is essential to support the school in making the best provision for them. The concerns of parents and caregivers are always listened to carefully, acknowledged, taken seriously, responded to, and recorded
7. We communicate regularly through home-school books, email, newsletters, and progress and review meetings. Parents / carers of children in EYFS can view the learning journeys in which are kept details and pictures noting their children's progress

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

8. Castleton & Glaisdale Federation encourages communication between children's parents and/or caregivers, and the school. A parent or caregiver who has concerns is likely to discuss these first with their child's class teacher. They may also express any concerns directly to the Headteacher, in a confidential conversation.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

1. Children in school who have SEND have the support Individual Education Plans/ Inclusion Partnership Passports as required. These are kept under review continually
2. Targets, and progress towards targets, are discussed with children as work takes place and when plans/passports are reviewed. A term is the maximum time for reviews to occur.
3. Class Teachers, SENCo, and/or Headteacher will hold informal learning conversations with parents / carers who raise concerns ahead of, or between, scheduled reviews. We consider that it is important to listen to the views of children and of parents and/or caregivers at all times
4. When a child experiences SEN their views will be included in any meetings to discuss their learning needs. A child's views may be collected beforehand, or a child may attend all or part of the discussion, as agreed
5. If a child has an IP (Inclusion Passport) Statement or EHCP, their views will be sought before any review meetings (as is age appropriate). Children are routinely asked to reflect on their learning and share how they feel about their progress
6. All children have the opportunity to be voted onto the School Council, as well as hold other positions of responsibility, by their class or teachers

School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. You school will be able to describe how this is undertaken and the frequency with which the child is consulted.

7. Castleton & Glaisdale Federation has a School Council with one elected member from each year group.

5. What arrangements are in place for assessing and reviewing children and young *people's progress towards outcomes*. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

1. To help children with SEN we make Individual Education Plans (IEPs), employing a small steps approach. Existing levels of attainment are broken down into finely graded steps and targets. These are used to inform teaching and learning, in order to help children progress towards success. They are reviewed on a regular basis, at least termly
2. Inclusion Passports (IPs) are also used with children identified with SEN. These are documents which are updated regularly to build up a complete picture of an individual child and the additional support they have received. They are an important document at times of transition.
3. An IEP or IP will include:
 - details of any strategies being used to support a particular child with SEND child in class;
 - details of any extra support or interventions for a particular child
 - a child's learning targets and their long term desired outcomes
 - the next date when this specific child's progress will be reviewed.
4. For the youngest children, Castleton & Glaisdale follow the requirements of the Early Years Foundation Stage framework

All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

5. Initial assessments are reviewed regularly and a profile is completed for children in the final year that they turn five. The profile provides parents, caregivers, and practitioners with information about children's knowledge, understanding, and evident abilities. It also helps us to identify possible learning needs and to plan for individual learning and/or support
6. Where a child's first language is not English, practitioners and SENCo will monitor children's learning carefully to ensure that any difficulties are not the result of a child having SEND.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

1. Castleton & Glaisdale schools prepare and follow a transition plan for children who are moving between classes 1 and 2. Children with SEND will have special care taken with transition and there will be discussion with parents or caregivers, and with children themselves, well in advance of the move to class 2. Any special arrangements will be noted in a child's IEP or IP
2. For children who are making the transition from primary to secondary school we arrange secondary school visits, and we also invite the SENCos from receiving schools to visit us.
3. Additional, individual visits are made if they would be helpful for a child with SEND, and the visits are accompanied by a member of staff who is well-known to that child. There is liaison between Castleton & Glaisdale Federation SENCo and the secondary school SENCo(s), so that transitions can be supported and educational progress maintained.
4. Preparation for adulthood starts in the earliest years. Young children are encouraged to make choices and decisions, to understand, as far as possible, the results of their choices and decisions, to act responsibly and to keep their word. Children with SEND will be supported in making choices and decisions, but choices and

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

<p>decisions will not be made for them</p> <ol style="list-style-type: none"> 5. Children at Castleton and Glaisdale schools explore facets of adulthood and employment through the Social and Emotional Aspects of Learning provided by the school. These include visits to places out of school, and visits to school by speakers e.g. the school nurse 6. Children with SEND are encouraged to develop their interests and abilities as part of their growth towards adulthood, employment, independent living and playing a part in society. These can include creative, sporting or language abilities, personal and social skills, leadership or collaboration abilities 7. Where a child with SEND has support need for activities like these it will be provided through the resources of the school. 	
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7. What is your School's approach to teaching children and young people with SEN?

<ol style="list-style-type: none"> 1. Castleton & Glaisdale Federation follows a broad and balanced curriculum for all pupils, and pupils with SEND are including in all aspects of this 2. We seek always to provide high quality support for learning within mainstream lessons. We consider that this the most important factor in helping pupils with SEND to make good progress alongside their peers. On some occasions children may be withdrawn from class work in order to receive specialist provision on a one-to-one or small group basis 3. Through discussions with parent(s) or caregivers, and relevant specialists if required, the school expects that suitable strategies will be put in place speedily and effectively to help children with SEND 4. We offer child-focused learning. Practitioners respond to children's needs by: <ul style="list-style-type: none"> o Having the highest possible expectations for a child with SEND, as for all pupils 	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
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<ul style="list-style-type: none"> ○ Basing expectations upon what each child already knows, can do and understand, and providing differentiated, multisensory teaching and learning activities <p>5. We plan for children’s full participation in learning and in physical and practical activities. We help children to take part in learning effectively and safely, and help them to manage their own behaviour, stresses and emotions. We undertake risk assessments where these are felt to be necessary or helpful.</p>	<ul style="list-style-type: none"> • how the interventions will relate to and support learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

<ol style="list-style-type: none"> 1. Our schools have a selection of high quality intervention programmes to use when a child is felt to need additional input. These include Pre-Learning/Writeaway,Read Write Inc/reading support using kindles and comprehension. Parents are always informed before these interventions are employed and their impact is reported at the end of the intervention 2. Physical adaptations such as writing slopes or pencil grips can be made available 3. Both Castleton and Glaisdale schools are split into two main classes: <ul style="list-style-type: none"> ○ Class One covers the ages range of Reception (4-5 years) to Yr 2 (6-7 years) ○ Class Two covers the age range of Yr 3 (7-8 years) to Yr 6 (10-11 years) 4. This means that we are particularly careful to make learning accessible, and to make sure that the broad and balanced curriculum is offered accessibly. We do not place children in streams or set classes. Teachers may group children in different ways, to give the best outcomes for teaching and learning 5. We take a graduated approach to identifying and supporting pupils with SEND. This means that SEND provision is matched to a child’s 	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child’s needs within lessons. They may also be able to share with you the school’s overall plan of support (provision map), which outlines many of these strategies.</p> <p>Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
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<p>learning needs</p> <ol style="list-style-type: none"> 6. Teachers and Teaching Assistants have planning, preparation and assessment (PPA) time every week. In addition to planning lessons they work together to help children with SEND, by differentiating learning and developing its multi-sensory aspects 7. Teaching Assistants may also carry out specific programmes for children with SEND. These may be planned by practitioners as learning interventions, or planned by therapists in order to overcome developmental difficulties. 	
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<ol style="list-style-type: none"> 1. The Federation staff includes one headteacher, five teachers and four advanced teaching assistants as well as three GTAs used on a supply basis. 2. The Headteacher carries out an analysis of staff training needs as part of the process of staff appraisal. The Headteacher also carries out lesson observations for all teaching staff. Staff are expected to attend relevant refresher training, as identified by themselves and by the Headteacher. 3. Castleton and Glaisdale Federation makes good use of its school budget, including its SEND allowances, to meet the range of educational needs in the school 4. If a child's learning needs are found to be more complex or greater than can be managed with the school's resources, the advice of the LA and of the LA's external specialist support services will be sought. These include the Education Psychology Service and the Specific Learning Difficulties (SpLD) support team for Education in Mainstream Schools EMS) based at Barrowcliff School, Scarborough 5. The SpLD support team is designated by the LA to support 	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

<p>Castleton and Glaisdale. The team's staff may assess a child's learning needs, prepare a plan, recommend interventions, and/or offer staff training. Before a referral is made to the service on behalf of a child, the SENCo and Headteacher will discuss a children's learning needs with parents and/or caregivers, and with the service.</p>	
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<ol style="list-style-type: none"> 1. The progress of all children in the school is measured via termly data, showing National Curriculum levels. Within this data, children with SEND are identified as a vulnerable group 2. The termly data show progress in terms of Age Related Expectations, but for some children with SEN, progress will be shown in terms of PIVATs. These are designed to show progress in smaller steps than are shown by National Curriculum levels alone 3. The progress in reading and spelling of children with SEN is measured in ratio gains, which describe the amount of measured progress a child has made, compared with how much time has passed 4. The progress and attainment of all children, including children with SEND, is carefully monitored and explained to parents and caregivers. Where interventions are recommended, these will be discussed in terms of the length, their expected impact, and the review process. 5. All children in school have access to Quality First Teaching; we offer a wide range of support when we identify children that need further support in order to help them learn. 	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	
<ol style="list-style-type: none"> 1. At Castleton & Glaisdale Federation we do not arrange an activity within or outside of the curriculum that is not available to all pupils, 	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented</p>

including children with SEND

2. Where children with SEND need support for an activity within or outside of the curriculum, support will be provided and funded through the resources of the school
3. Where adaptations are needed to help children with SEND to have access to activities within or outside of the curriculum, Castleton & Glaisdale Federation will expect those adaptations to be made. We will seek to fund them through the resources of the school or if unable to do so, will seek the advice of LA services
4. We do not deny activities to children as a form of punishment for poor behaviour. These include activities within or outside of the curriculum, including school trips. In these circumstances we would carry out a risk assessment and arrange appropriate support
5. We do not send children home from school during the day as a punishment for poor behaviour. In these circumstances the school policy for behaviour and exclusion is followed
6. Where children are gifted and talented in addition to having SEND, they are encouraged to develop their strengths, and to use their strengths to help to develop other aspects of their learning
7. Looked after children (LAC): the 2015 Code of Practice says that around 70% of looked after children have some form of SEN. Castleton & Glaisdale staff are vigilant so that any SEND needs can be identified early for looked after children
8. Where LAC come into the school with SEND already known, we make adjustments for learning and support straight away.
9. We make sure that there is good liaison with other services and good continuity of support for all looked after children. We pay particular attention to any issues of SEND, alerting caregivers and services as necessary.

in positions of responsibility e.g. the school council.

<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<ol style="list-style-type: none"> 1. The emotional and social development of pupils is important to Castleton & Glaisdale Federation . All children study Personal, Social, Health and Citizenship Education. There is a focus upon British Values, and the school’s values statement is “Outstanding Together”. 2. Topics concerned with improving the emotional and social climate of the school can be discussed in a general way in School Council and Circle Time, if children feel there are concerns. 3. All the staff at Castleton & Glaisdale Federation take a pastoral role so that a child who wishes to report bullying may talk to any adult that they choose 4. The anti-bullying policy of Castleton & Glaisdale Federation applies to all children in the school. It links with the school’s behaviour policy 5. A complaint of bullying is managed through the anti-bullying policy, and the behaviour policy 6. When bullying is reported to an adult, staff respond in line with the steps in our behaviour policy. This involves class teachers in the first instance. 	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families?</p>	
<ol style="list-style-type: none"> 1. Although Castleton & Glaisdale schools have access to services provided by the LA, we may also commission specialist services directly from other providers. We have access to: <ul style="list-style-type: none"> • Speech and language therapists • Educational Psychologists • Parent Support Advisors • Enhanced mainstream schools for specific learning 	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>

difficulties, communication interaction and BESD

- Specialist teachers for hearing and visually impaired children
- Social care
- Looked After Children workers

2. Discussions with parents and/or caregivers always take place before any additional services or agencies are consulted on behalf of a child with SEND. Parents' and caregivers' consent is always sought
3. Where parents' or caregivers' first language is not English, the school will arrange for an interpreter and/or advocate to be present
4. If parents and/or caregivers are helped by independent supporters, the Headteacher and SENCo of Castleton & Glaisdale Federation will ensure that liaison takes place and that the outcomes of this liaison support a child's progress in school
5. Where there are other agencies supporting a child with SEND, the Headteacher and SENCo of Castleton & Glaisdale Federation will ensure that effective arrangements are made for liaison to support a child's progress
6. Sometimes, in spite the best efforts of the school and external specialists to assess and provide for a child's SEND, it is felt that more help is needed in order for educational progress to take place. It is then possible for a school, parent, caregiver, or person acting on behalf of the school to request an Education, Health and Care assessment
7. If an EHC assessment is considered, it will be discussed thoroughly with parents or caregivers. Once a request has been made, it falls within the duties of the LA under the 2015 Code of Practice. These duties cover the processes and timeframes governing the assessment
8. Should an EHC assessment be considered, the Headteacher and SENCO will support parents and caregivers in understanding and following the process, and in making contact with parent support services as required.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

1. Castleton & Glaisdale Federation Complaints policy is intended for parents and caregivers of all children in the school. The complaints policy is published on the school website
2. A complaint is any expression of dissatisfaction about the school and any facilities or services that the school provides
3. If a parent or caregiver of a child with SEND, or a child with SEND him/herself, wishes to make a complaint, the first stage is for informal discussion and negotiation to take place with the class teacher, and if that is not acceptable, with the SENCo and Headteacher
4. Parents or caregivers can be supported by a friend or advocate
5. If it is not possible to resolve a complaint by informal discussion and negotiation, a parent or caregiver, or a child, may make a formal complaint by writing to the Chair of Governors, Mrs Delia Liddle.
6. The complaints procedure will follow the school's complaints policy and the Local Authority guidance
7. Any complaints from parents or caregivers of children with SEND, or from children with SEND themselves, will be kept confidential. They will be fully and fairly investigated. The complaints process will be kept within time limits, and will be made clear to all involved
8. All children with SEND, not just those who are being assessed or who have an EHC Plan are protected by the Special Educational Needs and Disability Code of Practice 2015
9. Under the Code of Practice, LAs must make mediation and disagreement resolution services available to parents of, and caregivers for, children with SEND, and to children with SEND themselves

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.

10. We expect that any complaint about the special educational provision made for a child will be resolved at school level. If this is not the case, parents or caregivers, and children with SEND, may call on disagreement resolution services, or in some cases may complain to the First-tier Tribunal (SEN and Disability). Details of these services are shown in the LA Local Offer.