

# BYRON COURT PRIMARY SCHOOL

## INCLUSION POLICY

### 1.0 INTRODUCTION

1.1 Byron Court Primary School is committed to providing an appropriate and high quality education. This Policy helps to ensure that this happens for all the children in the school – regardless of their age, gender, ethnicity, background, attainment sexual identity, special educational need or disability.

1.2 We believe that all members of the school community should be equally valued. Byron Court provides an environment where everyone can flourish and feel safe.

1.3 Inclusion is meant in the widest sense. Therefore, our Inclusion Policy incorporates the following aspects and areas:

1.1.1 Rights of children

1.1.2 Rights of parents and carers

1.1.3 Rights of students and all staff

1.1.4 Individuals with special educational needs and/or a disability

1.1.5 Those from minority ethnic groups

1.1.6 Those with English as an additional language

1.1.7 Equal Opportunities

1.4 The Inclusion Policy should be read in conjunction with the following policies:

1.4.1 SEND policy

1.4.2 Safeguarding and Child Protection policy

1.4.3 Equal Opportunities policy

1.4.4 Induction of New Arrivals policy

1.4.5 Accessibility Plan

### 2.0 AIMS

2.1 To ensure all children have access to the National Curriculum and Early Years Foundation Stage.

2.2 To ensure all children are able to develop in a caring and considerate environment where the staff and the children are all valued for their contribution to school life.

2.3 To ensure the school is committed to the early identification of children with special educational needs and disability (SEND) and to adopt clear and open procedures which are outlined in the SEND policy.

2.4 To work in partnership with parents who are fully involved in all decisions that affect their children's care and education.

2.5 To work with agencies and other care providers in a professional and open manner to enable individual needs be met in a timely and purposeful way.

2.6 To provide the highest possible quality support and inclusive care and education for children with SEND.

2.7 Continue to raise staff awareness of inclusion through ongoing staff development.

- 2.8 Maximise the learning potential of all pupils and so raise educational attainment for all.
- 2.9 Promote the personal, social, moral and cultural development of all.

### **3.0 PROVISION**

- 3.1 We aim to provide a stimulating learning environment that challenges, nurtures and supports all pupils.
- 3.2 We recognise that pupils learn at different rates and that there are many factors affecting attainment.
- 3.3 We recognise that the curriculum we offer may develop and change in order that we maximise individual potential and ensure that pupils are well equipped to meet the challenges of education, work and life.
- 3.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied needs. This will be achieved by:
- 3.4.1 Planning a curriculum to promote a full range of learning, thinking and life skills, which is broad, balanced and relevant (including extra-curricular and enrichment activities);
  - 3.4.2 Using flexible and responsive teaching and learning styles and differing groupings in order to respond to pupils' diverse learning needs and ensure they experience success;
  - 3.4.3 Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;
  - 3.4.4 Setting suitable learning challenges and targets that enable all pupils to succeed;
  - 3.4.5 Overcoming potential barriers to learning and assessment by adapting or offering alternative activities including those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
  - 3.4.6 Encouraging all pupils to participate fully, regardless of SEND or medical needs.

### **4.0 CHILDREN WITH DISABILITIES**

- 4.1 For children in our school who have disabilities and consequently need additional resources the school is committed to providing an environment that allows these children full access to all areas of learning. The designated points of entry for our school allow wheelchair access. The school seeks to comply with the 2010 Discrimination and Disability Act.
- 4.2 Teachers modify teaching and learning as appropriate to meet the needs of children. For example, they may give children additional time to complete certain activities. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
- 4.3 Teachers ensure that the work for these children:
- 4.3.1 Takes account of their pace of learning and the equipment they use;

4.3.2 Takes account of the effort and concentration needed

## **5.0 MONITORING**

5.1 The Inclusion Team will monitor this policy yearly.

## **6.0 REVIEW**

Date of Policy: February 2018

Date of Review: February 2019

# BYRON COURT PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY

### POLICY

#### 1.0 INTRODUCTION

1.1 This policy describes the provision we make for children who have a special educational need or disability as identified in 1.4.

1.2 This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (January 2015)

1.3 The school maintains the right of all pupils to access a broad and balanced curriculum and to ensure that this is not hindered due to discrimination against age, gender, ethnicity, background, attainment sexual identity, special educational need or disability. (See Equal Opportunities Policy).

1.4 Pupils are identified as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (January 2015). This defines SEND as:

1.4.1 A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her (see Section 10 for more details).

1.4.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

1.4.2.1 has a significantly greater difficulty in learning than the majority of others of the same age, or

1.4.2.2 has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

1.4.3. Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

1.5 The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1.5.1 Communication and interaction

1.5.2 Cognition and learning

1.5.3 Social, emotional and mental health difficulties

1.5.4 Sensory and/or physical needs

## **2.0 AIMS**

- 2.1. To offer all children equal opportunity to access to the National Curriculum and the full life of the school, whilst acknowledging that some children, at some stage in their school career, will need special provision in order to achieve their full potential in all areas of the curriculum.
- 2.2 To identify at an early stage, children with special educational needs and to assess, monitor and review their progress following the Special Educational Needs Code of Practice: for 0-25 (2015).
- 2.3 To provide a broad and balance curriculum for all pupils with special educational needs, within a supportive environment that enables effective learning to take place.
- 2.4 To use Target Sheets for children on SEND Support (SS) and to review them regularly (see section 11.4).
- 2.5 “To take account of the wishes and feelings of the child concerned according to the age, maturity and capability of the child” Children’s Act 1989.
- 2.6 To take into account the views of parents and work in partnership with them.
- 2.7 To provide all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality the entitlement to a high quality education that will maximise their life chances, achieve their best, to become confident individuals leading fulfilling lives and make a successful transition into adulthood.
- 2.8 To provide appropriate training for those involved in the implementation of this policy.

## **3.0 THE ROLE OF THE GOVERNORS**

The Governing Body must:

- 3.1 Do their best to secure the necessary provision for any pupil who has special educational needs.
- 3.2 Secure that the school has a ‘suitably qualified person’ (SENCO) who will make sure that all those who teach/work with a pupil with an Educational, Health and Care plan, or pupil with SEND are aware of the EHC plan or Target Sheet.
- 3.3 Set up appropriate staffing and funding arrangements and oversee the school’s work.
- 3.4 Appoint an SEND Governor to oversee the school’s arrangements and provision for children with special educational needs.
- 3.5 Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 3.6 Consult the LA and Governing Bodies of other schools, when it seems to be necessary or desirable in the interest of co-ordinated special educational needs provision.
- 3.7 Ensure that all pupils participate fully in the activities of the school, so far as it is reasonably practical.
- 3.8 To report to parents on the implementation of the school’s SEND Policy.
- 3.9 Ensure that parents are informed by the school that SEND provision is being made for their child.

#### **4.0 THE ROLE OF THE HEADTEACHER**

The Headteacher has the responsibility to ensure that:

- 4.1 An SEND register is kept.
- 4.2 Appropriate support arrangements are being made to meet the needs of children with SEND.
- 4.3. Target Sheets are written, implemented and reviewed regularly, at least twice a year, and preferably termly.
- 4.4 Parents and children are involved in the process and kept fully informed.
- 4.5 All staff are aware of their responsibilities towards children with SEND.
- 4.6 Appropriate staffing and funding arrangements are made and budgeted for within the limitation of the delegated budget.
- 4.7 Children are referred to the LA for assessment, if required.
- 4.8 External agencies are meeting their responsibilities towards children with SEND.
- 4.9 Appropriate staff training and development is provided.
- 4.10 Governors are informed on SEND issues.
- 4.11 The school meets its SEND responsibilities.
- 4.12 Reasonable time is allocated to the SENCO/Inclusion Team to carry out their responsibilities.

#### **5.0 THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO), ASSISTANT HEADTEACHER FOR INCLUSION AND SEN/EAL LEADER.**

The day to day organisation of SEND provision in the school is the responsibility of the SENCO, supported by the Assistant Headteacher for Inclusion and the SEN/EAL Leader. Their responsibilities include:

- 5.1 Maintaining the school's SEND register and monitoring the progress, attainment and records of all pupils with SEND.
- 5.2 Assisting staff in setting targets, writing Target Sheets and differentiating the curriculum appropriately.
- 5.3 Advising staff on suitable resources and teaching methods to use with SEND pupils in the classroom.
- 5.4 Managing the SEND budget.
- 5.5 Keeping the Headteacher, Governors and all staff informed of school SEND issues, concerns and initiatives.
- 5.6 Identifying the training needs of teachers and non-teaching staff and planning to meet those needs.
- 5.7 Co-ordinating and monitoring the work of the support staff.
- 5.8 Carrying out the annual SEND audit.
- 5.9 Carrying out the Annual Reviews of EHC plans as requested by the LA.
- 5.10 Liaising with parents of pupils with SEND.
- 5.11 Liaising with outside agencies.

5.12 Overseeing the day to day operation of the SEND policy and co-ordinating the provision and progress of children with SEND.

## **6.0 THE ROLE OF THE CLASS TEACHER**

The class teacher has the responsibility of:

- 6.1 Familiarising themselves with school policy and procedures on SEND.
- 6.2 Identifying pupils with SEND and informing the SENCO.
- 6.3 Gathering assessment information about SEND pupils.
- 6.4 Making provision for children who have SEND Support (SS) in consultation with the SENCO.
- 6.5 Ensuring that a differentiated curriculum is available for children with SEND.
- 6.6 Monitoring and reviewing the child's progress and reporting this progress.
- 6.7 Liaising, planning and working closely with support from the Inclusion Team, parents and TAs.
- 6.8 Quality First Teaching for all students in their class and overseeing Wave 2 interventions.

## **7.0 THE ROLE OF THE TEACHING ASSISTANTS (TAs)**

The TAs have the responsibility of:

- 7.1 Familiarising themselves with school policy and procedures on SEND.
- 7.2 Address targets as identified on the child's Target Sheet by completing work planned by the teacher.
- 7.3 Attending meetings at the direction of the Inclusion Team/Headteacher for the purpose of reporting on and receiving information.
- 7.4 Liaising closely and planning jointly with other staff who are working with the child they are supporting.
- 7.5 Participating in reviews.
- 7.6 Being available, where necessary, to support individual pupils at break/lunch times.

## **8.0 ALLOCATION OF RESOURCES**

- 8.1 The school's SEND provision is funded largely from the school's overall budget and is allocated on the basis of individual need. Support is graduated according to needs, priorities and availability of resources.
- 8.2 The school will fund up to £6K to meet the needs of SEND pupils. In exceptional cases the school can apply to the LA for top up funding.
- 8.3 Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.
- 8.4 The school has access to the Educational Psychology service, at a certain allocation of hours per year.
- 8.5 Brent Primary Care Trust provide other services including Speech Therapy, Occupational Therapy and Physiotherapy. These are allocated according to the need.

8.6. The school receives additional funding for disadvantaged pupils through the Pupil Premium Grant. This is used for a range of purposes to ensure full access to all aspects of school life, including closing any attainment gaps.

## **9.0 ADMISSION ARRANGEMENTS**

The school is subject to the Admission Policy and procedures of Brent LA and their criteria for allocation of school places to children with SEND.

## **10.0 IDENTIFICATION**

10.1 A child will be added to the SEND Register if they are working significantly below the average expectations for their age group, or having additional support from professionals outside school for serious cognition/social & motional/physical/sensory/ communication/ interaction difficulties.

10.2 Where SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response (see page 9), which includes regular review of the progress made and adaptations to the support provided as required.

10.3. The school will assess each child's current level of attainment every term during a Pupil Progress Meeting. The Leadership Team and year group teachers will attend. The purpose of the meeting is to identify those children not reaching or exceeding age expected levels of attainment for whom special provision will also be made. Information from this meeting will be used to:

10.3.1 Provide starting points for the development of an appropriate curriculum.

10.3.2 Identify and focus attention on action/interventions to support the child within the class.

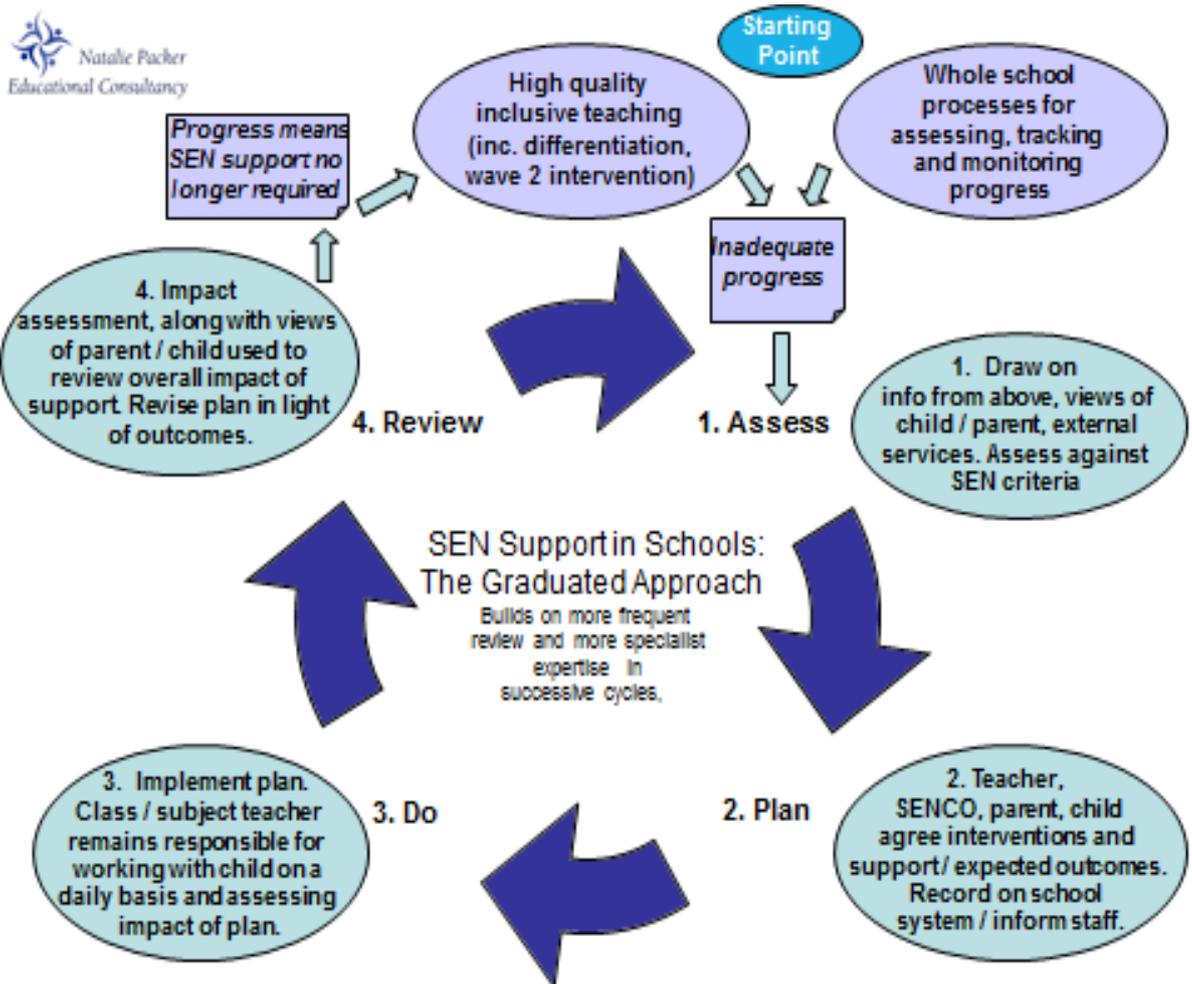
10.3.3 Use the assessment process to identify any learning difficulties or G&T

10.3.4 Involve parents in implementing a joint learning approach at home.

## **11.0 PROVISION**

### **11.1 THE GRADUATED APPROACH**

11.1.1 In order to help children who have SEND, the school will, in line with the 2015 Code of Practice adopt a graduated response that recognises there is a continuum of special educational needs, and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing as described in the diagram below.



(with thanks to Natalie Packer, *Natalie Packer Educational Consultancy* [www.nataliepacker.co.uk](http://www.nataliepacker.co.uk)):

11.1.2 Prior to involvement of the Inclusion Team, Class teachers will be expected to have undertaken the following actions:

- 11.1.2.1 Use baseline assessment to identify what the child knows, understands and can do.
- 11.1.2.2 Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps.
- 11.1.2.3 Involve parents.
- 11.1.2.4 Involve child.
- 11.1.2.5 Will not have assumed difficulties are within the child.
- 11.1.2.6 Use National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements.
- 11.1.2.7 Differentiation – match planning to individual needs.
- 11.1.2.8 Take responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties.

11.1.3 The school will record the steps taken to meet the needs of individual children, including the recording and updating of the Class Support document. The SENCO will have

responsibility for ensuring that the records are kept and available as needed. If the school refers a child for a statutory assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made.

## 11.2 SEND SUPPORT

11.2.1 When a class teacher or the Inclusion Team identifies a child with special educational needs, the parents will be informed and the child will be asked for their perception of their difficulties.

11.2.2 The class teacher will provide interventions that are additional to those that are provided as part of the school's usual differentiated curriculum. The triggers for intervention will be concern, underpinned by evidence, about a child, who despite receiving differentiated learning opportunities make:

11.2.2.1 Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

11.2.2.2 Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in curriculum areas.

11.2.2.3 Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.

11.2.2.4 Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.

11.2.2.5 Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

11.2.3 In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the Inclusion Team may contact them if the parents agree.

11.2.4 The Inclusion Team will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

11.2.5 The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

11.2.6 Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

11.2.7 The child wherever possible will be involved in the review process.

11.2.8 A request for support from external agencies is likely to follow a decision taken by the Inclusion Team and colleagues, in consultation with parents, at a review of the child's Target Sheet, as to whether specialist advice and support is required

11.2.9 If required, external support agencies will usually see the child so that they can advise teachers on fresh targets and accompanying strategies, provide more specialist assessments

to inform planning and the measurement of a pupil's progress, give advice on the use or specialist strategies or materials, and in some cases provide support for particular activities.

11.2.10 The triggers for requesting external agency support will be that, despite receiving differentiated learning opportunities, the child:

11.2.10.1 Continues to make little or no progress in specific areas over a long period.

11.2.10.2 Continues working at levels substantially below that expected of children of a similar age.

11.2.10.3 Continues to have difficulty in developing literacy and mathematical skills.

11.2.10.4 Has emotional or behaviour difficulties which substantially and regularly interferes with the child's own learning or that of the class.

11.2.10.5 Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

11.2.10.6 Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

11.2.11 When the school seeks the help of external support services, those support services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

11.2.12 The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

11.2.13 We will follow the General Data Protection Regulations (May 2018).

11.2.13 The resulting Target Sheet for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Target Sheet continues to be the responsibility of the class teacher.

### 11.3 INTERVENTIONS

11.3.1 The Inclusion Team and the child's class teacher will decide on the action needed to help the child's progress in the light of their earlier assessment. This may include:

11.3.1.1 Different learning materials or special equipment.

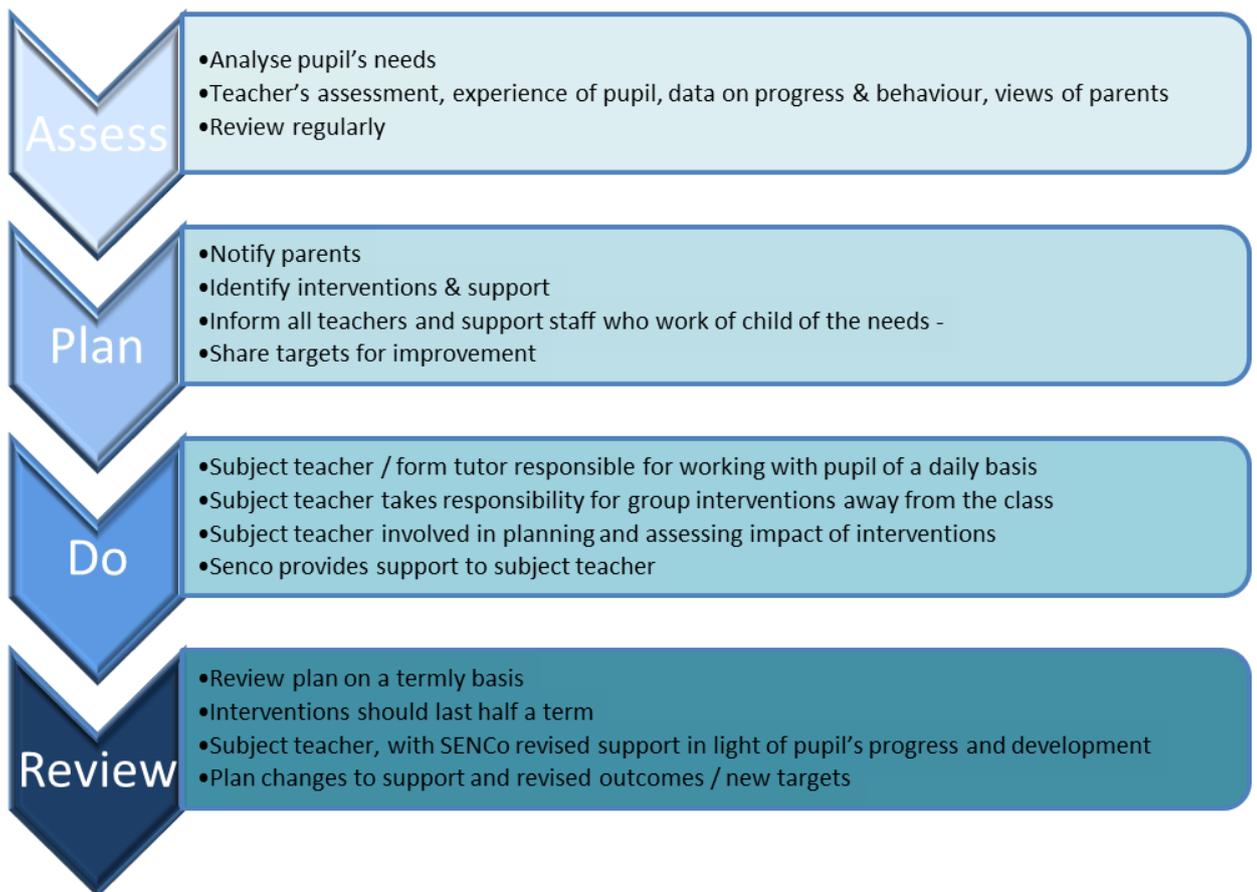
11.3.1.2 Some group or individual support provided by TAs or SEND support teachers available in the school.

11.3.1.3 Staff development and training to introduce more effective strategies.

11.3.1.4 Access to LA support services for a one-off or occasional advice on strategies or equipment.

11.3.2 These actions will be recorded and updated termly on the Class Support document by the class teacher.

11.3.4 Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



## 11.4 TARGET SHEETS

11.4.1 Strategies employed to enable the child to progress will be recorded within a termly Target Sheet for all children, and may be adapted to be more appropriate for those children working significantly below the level of their peers. This will include information about:

11.4.1.1 The short-term targets set for the child

11.4.1.2 The teaching strategies to be used.

11.4.1.3 The provision to be put in place.

11.4.1.4 Review date.

11.4.2 The Target Sheet will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three to four targets that match the child's needs and have been discussed with the child and the parents.

11.4.3 The Target Sheet will be revised at least twice a year, preferably at once a term.

11.4.4 Wherever possible, the child will be involved in setting targets.

## 12.0 MONITORING CHILDREN'S PROGRESS.

12.1 The school's system for observing and assessing the progress of individual children will provide information about areas where a child is below or exceeding national averages.

Under these circumstances, teachers may need to consult the Inclusion Team to consider what advice and support is needed. This review may lead to the conclusion that the pupil

requires help over and above that which is normally available within the particular class or subject.

12.2 The key test of the need for action is evidence that the current rates of progress are inadequate. Adequate progress might be progress which:

12.2.1 Closes the attainment gap

12.2.2 Prevents the attainment gap growing wider.

12.2.3 Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of the peers.

12.2.4 Matches or betters the child's previous rate of progress.

12.2.5 Ensures access to the full curriculum.

12.2.6 Demonstrates an improvement in self-help, social or personal skills.

12.2.7 Demonstrates improvement in the child's behaviour.

12.3 Where a child's attainment is exceeding expectations, interventions and a differentiated curriculum will be used to challenge and stretch the student.

12.3.4 Differentiated provision will be recorded and updated termly by the class teacher on a Class Support document to map their provision.

### **13.0 EDUCATION, HEALTH AND CARE PLANS (EHCP)**

13.1 Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).

13.2 A child will be brought to the LA's attention as soon as possible requiring an assessment through a request by the child's school or from a parent.

13.3 Where the evidence presented to the LA suggests that a child's learning difficulties have not responded to the relevant and purposeful measures taken by the school and external agencies and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for statutory assessment of the child's special educational needs.

13.4 The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's needs is such as to require the LA to determine the child's special educational provision through an EHCP.

13.5 All children with an EHCP will have short-term targets recorded on a Target Sheet. The implementation of the targets will continue to remain the responsibility of the class teacher.

### **14.0 ANNUAL REVIEW OF AN EDUCATION, HEALTH AND CARE PLANS**

14.1 All EHCs will be reviewed annually with parents, the pupil, the LA, the school and other professionals involved. All professionals involved with the child will be invited to attend

14.2 In certain circumstances an Emergency Annual Review may be appropriate.

14.3 At the review in Year 5, the aim of the review will be to give clear recommendations as to the type of provision the child will require in secondary school.

## **15.0 THE TEAM AROUND THE CHILD MEETING (TAC).**

15.1 This meeting will be appropriate for some children with SEND, led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher, supported by the Inclusion Team. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

15.2 These discussions will allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal termly cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

## **16.0 PARTNERSHIP WITH PARENTS**

16.1 We aim to have close working relationship with all parents and consider this to be crucial when a child has special educational needs.

16.2 All records kept on children are confidential. Parents have access to the records about their child.

16.3 Regular contact with the class teacher is also actively encouraged.

## **17.0 PUPIL PARTICIPATION**

17.1 We aim to involve children, as far as it is possible, in the process of targets setting and reviewing their Target Sheet. 'Children, who are capable of forming views, have a right to receive and make known information, to express and opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to their age, maturity and capability of the child.' (The United Nations Convention on the rights of a child).

17.2 When appropriate, children may also be asked to attend the Team Around the Child Meeting.

## **18.0 LINKS WITH OTHER SCHOOLS AND ARRANGEMENTS FOR TRANSITION BETWEEN SCHOOLS.**

18.1 When a child with SEND changes school, the Inclusion Team will make every effort to liaise with the other school to ease transfer for the child and inform staff of his/her needs.

18.2 When a child is joining from a nursery the Inclusion Team will liaise with Brent Early Years Practitioners Team.

18.3 When Year 6 SEND pupils transfer to secondary school every effort will be to inform the new school of the child's needs.

## **19.0 LINKS WITH OTHER AGENCIES**

19.1 The LA Support Services have an on-going relationship with the school and support the school in developing its approach to SEND.

19.2 A Speech and Language Therapist visits children with speech and language difficulties and is also available to advise and support class teachers. Reports are written for annual reviews and planning and review meetings are attended.

19.3 The school's educational psychologist has an allocated amount of visiting time to the school. Advice is given to staff and parents who are concerned about a child's progress. The Educational Psychologist may also attend review meetings where appropriate.

19.4 The school nurse may also be involved in planning provision for, and responding to concerns about pupils where appropriate.

19.5 The school has links with the Borough's Social Care Departments, and acts in accordance with the LA guidelines on any issues of child protection (please also refer to the Child Protection and Safeguarding Policy and Procedures).

19.6 Referrals are also made to the Brent Child and Family Team, Occupational Therapy and Brent Outreach Autism Team, when their specialist advice and support is required.

19.7 Child and Adolescent Mental Health Service (CAMHS) can be requested by the parent, or GP, in order to give specialist advice and support to the school.

19.8 The Inclusion Support Officer may be contacted to support the school with behaviour and exclusion issues.

## **20.0 SEND COMPLAINTS PROCEDURE**

20.1 The school aims to work closely with parents and carers, and we encourage them to discuss any issues of concern or complaints with their child's teacher at the earliest opportunity. They may also raise issues with the SENCO, Executive Headteacher or Head of School.

20.2 If a concern cannot be resolved in this way, then the parent or carer may wish to contact the schools SEND Governor or the Chair of Governors, who will then arrange an informal meeting to discuss issues.

20.3 A formal complaint to the Governors should be made in writing. The Chair of Governors will then arrange for the complaint to be investigated, and will respond, in writing, once the investigations have been undertaken.

20.4 Parents and carers may also contact the LA Link Advisor for the school, or the SEND Advisor, should they wish to seek further advice, or if the matter cannot be resolved in school.

20.5 Ultimately, parents can refer the matter to the Education Secretary and then to the Department for Education, but it is to be hoped that all complaints can be resolved before recourse to these actions become necessary.

## **21.0 REVIEW OF SEND POLICY**

21.1 The SEND Policy will be reviewed annually, or sooner following new legislation, or new developments locally or nationally.

21.2 Date of policy – February 2018

21.3 Date of Review – February 2019