

Pol No: 22

## Park Mead Primary School

Status: Statutory

Reviewed: Autumn 2018

Next Review: Autumn 2019

### PARK MEAD PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY



At Park Mead Primary School we adopt a whole school approach to SEND. All staff work to ensure the inclusion of all pupils. The school is committed to ensuring that children with SEND are nurtured and supported so they can fulfil their potential and achieve optimal educational outcomes.

We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We are proud of our highly inclusive community and the provision in place to ensure excellence and enjoyment for all of our pupils, including those with SEND.

This policy has been written in consultation with parents, pupils, staff and governors and acts as a focus for improvement and agreement in philosophy and practice, supports equality of opportunity and ensures consistent, quality first teaching.

For information on admissions for SEND children please see the schools admission policy (available on the school website).

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### **1. Aims and Ethos**

The aims of our special educational needs and disability policy and practice in this school are:

- to ensure the best possible outcomes for those children with Special Educational Needs and Disabilities
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- to ensure that children and young people with SEND are fully engaged in school activities alongside pupils who do not have SEND
- to use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum in order to better respond to the four broad areas of need:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory/physical
- to request, monitor and respond to parents’/carers’ and pupils’ views in order to evidence high levels of confidence and partnership
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- to work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

### SEND

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### ALN

At Park Mead, we also consider a pupil may have an additional learning need (ALN) should gaps in knowledge or understanding be identified that are preventing the pupil from making expected progress in a particular subject or area of study. Time-bonded support and intervention is put in place that is reviewed at the end of the intervention period. In this instance, the pupil may or may not be placed on the SEND register, in collaboration and communication with parents and carers.

Where the pupil is still not making progress following on from well-founded and time-bonded intervention, consideration will be made as to whether the pupil may have SEND.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is: Mr Christopher Elston

They will:

- Work with the headteacher and SEND governor(s) to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

## 4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## 4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Upholding the philosophy that every teacher is a teacher of SEND

# 5. SEND information report

## 5.1 The kinds of SEND that are provided for

Our school is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- **Moderate/severe/profound and multiple learning difficulties**

We make reasonable adjustments to our practices according to the needs of pupils so as to comply with the Equality Act (2010).

The school SENDCO has achieved the National Award for SEN Coordination and been a teaching practitioner across varying age phases with fourteen years' experience. The SENDCO is a member of the senior leadership team and acts a champion for SEND in all school improvement actions.

Our team of twenty nine teaching assistants have extensive experience and training in planning, delivering and assessing intervention programmes. Staff are trained each year on the needs of new pupils joining the school – this can include training from specialist agencies or consultants, as well as from our SENDCO or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and support staff; we work on a philosophy of every teacher being a teacher of SEND. Our school's Accessibility Plan (available on request) outlines adaptations made to the building to meet particular needs and enhance learning.

The school invests heavily in its promotion of positive mental health and well-being in all pupils and our emotional literacy support assistant (ELSA) is deployed five afternoons a week to work with our most vulnerable pupils who need support with pastoral aspects of learning and development such as building positive self-esteem, anxiety management, anger management or social skills. Our ELSA is an accredited practitioner and works under regular supervision from Surrey County.

## **5.2 Identifying pupils with SEND and assessing their needs**

Our school's Assessment Policy, which is available on request, outlines the range of assessments regularly used throughout the school. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress both academically and pastorally for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. An additional learning need (ALN) may be remedied through a one-off time-bonded intervention program or similar.

We use National Curriculum expectations to make judgements on pupil attainment progress alongside standardised assessments such as reading and spelling scale assessments and phonological awareness assessments. The SENDCO may use more specialised assessments with individuals when identifying specific learning difficulties, such as a dyslexic profile assessment. The school works closely with the Local Authority and will also consult with external specialist practitioners where we require additional advice on how best to support pupils with SEND.

Progress in areas other than attainment are also considered including social skills and emotional literacy, which may impact on a pupil's happiness, friendships and their overall pastoral development.

## **5.3 Consulting and involving pupils and parents**

Through the process of initial identification of SEND in a child, parents are kept fully informed by the class teacher and SENDCO through parent/teacher consultation meetings, telephone discussions or email. These conversations ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's SEND record and provided to parents.

We will notify parents if it is decided that a pupil will receive SEND support and be placed on the SEND register.

Park Mead operates an 'open door' policy whereby the SENDCO is easily contactable via the school office by telephone or by email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required, or as requested by parents, to discuss particular aspects of their child's SEND.

Any, and all, professional reports from external specialists and practitioners are always shared with parents via post or secure email (if the facility exists) including any further relevant feedback or advice from the SENDCO.

The progress of children holding an Education Health and Care Plan is discussed at their annual review (interim / emergency reviews may also be called as necessary). At Year 5, annual reviews will consider transition to secondary school with discussion involving parents and the Local Authority. At Year 6 annual reviews, the SENDCO of the receiving secondary school is invited to attend. Pupils are involved in their SEND annual review and are prepared to contribute to the meeting by bringing pieces of their favourite work from the year. All pupils on SEND learning plans at Wave 2 or above are involved in setting targets and reviewing outcomes with their class teacher.

Parental surveys may be used at annual reviews, and at other times throughout the year, to obtain parents' views about their child's SEND, support in place to address needs, and any modifications to this support which parents feel may be appropriate.

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach to SEND provision, and the four-part cycle of **assess, plan, do, review** that ensures that provision for pupils with SEND facilitates best progress over time.



Class teachers work closely with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The child's previous progress and attainment and behaviour
- Other staff' assessments, where relevant
- The individual's development and progress in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, including local specialist school outreach services

Learning plans for individuals at Wave 2 and 3 SEND Support, and for those children on EHCPs, are reviewed termly. This will include the pupil's progress against their personalised targets, intervention outcomes and outcomes against standardised testing such as current reading and spelling age results.

We regularly review the effectiveness of the support and interventions in place for pupils and their impact on progress. Where an intervention or provision is not supporting the pupil to make good or expected progress, the intervention may be adjusted, or a new intervention trialled.

When children are assessed by the SENDCO using specialist assessments, or by external agencies, meetings take place with parents/carers and, where possible, the class teacher to discuss the findings and how best to address needs and meet targets.

When assessing children with SEND, consideration is given to recording needs e.g. a reader, scribe, additional time or rest breaks may be necessary. Formal access arrangements are applied for via the DfE ahead of the Key stage 2 SATs for some pupils with SEND.

## 5.5 Supporting pupils moving between phases and preparing for adulthood

We ensure that all pupils with SEND or other vulnerabilities are suitably prepared for any transition during their school career, including transition to secondary school.

All pupils on EHC plans or more vulnerable pupils at Wave 3 SEND support will be supported in their move into the next year group before the end of each academic year, in addition to the school's 'meet the teacher' day. The rigour and approach to this input will be determined by the needs of the pupil, with particular attention considered for those pupils with social, emotional or mental health needs.

Rigorous handover meetings are held between class teachers at the point of transition, with oversight from the SENDCO to monitor that information for pupils on the SEND register is provided so as to ensure a seamless transfer for these children to their new teacher and learning environment. It is essential that strategies, routines and resourcing is maintained throughout transition to enable pupils with SEND to make an effective transition into their new class.

Prior to Early Years intake, teachers and support assistants visit each child in their nursery setting, and at home to meet the family. Parents then have the opportunity to share information as to any SEND already identified in their child that may support school in meeting their needs once they join in September. All new starters in Early Years begin school on a staggered timetable basis, increasing to full time over the course of five weeks. According to any SEND identified in handover information from a child's previous nursery setting, or through the family, considerations for additional staggered timetable arrangements or a personalised transition package may be established in the best interests of the individual.

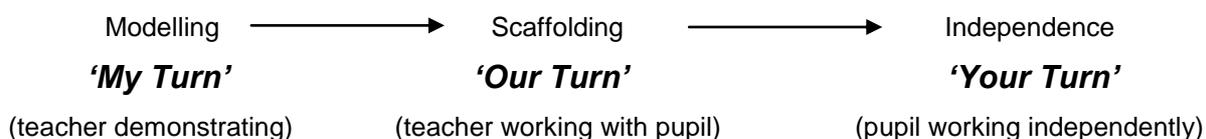
At Key Stage 2 to secondary transition, we work closely with our main feeder school, Glebelands Secondary, to ensure that all pupils feel suitably prepared for the next stage in their schooling. In addition to the transition project run by the schools, further visits and transition work is provided to more vulnerable pupils, who may or may not have SEND, to support their overall transition to secondary education.

Park Mead also has close links with a number of other local secondary schools and specialist providers including Broadwater Coin Centre, the Rodborough Cullum Centre, Gosden House, Wey Valley College and Wey House.

We will share information with the school, college, or other setting the pupil is moving to. We agree with parents and pupils which information will be shared as part of this.

## 5.6 Our approach to teaching pupils with SEND

At Park Mead we believe that all pupils, including those with SEND, are entitled to highly effective teaching and learning provision and are enabled to make achievements to the best of their potential and beyond in all areas of academic, pastoral and creative endeavour. It is essential for pupils with SEND, including those with EHCPs, to be facilitated towards independence with learning, socialising and life skills. We believe strongly in a three part process to develop and build independence and resilience alongside other behaviour for learning skills.



Staff model expectations clearly and explicitly, before sharing in an adaptation of the same task with the pupil, scaffolding what had been previously modelled but with an expectation that the pupil is completing much of the task themselves. The final stage is a review of the task before the pupil is left to complete the next task independently.

We believe in an ethos that all teachers are teachers of SEND and that all teaching and support staff in school maintain a high level of understanding, knowledge and training in how best to provide education to pupils with SEND. Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those with SEND. Teachers create learning plans for individuals at Wave 2 or above on the SEND register detailing personalised targets, and the interventions and provisions in place to support those needs; this is in collaboration with the SENDCO and any external specialists involved with the pupil. These learning plans are reviewed at the end of each term, or period of intervention, to assess progress and adjust support and provision accordingly.

Many of our teaching and support staff are trained or accredited to run specific interventions. Interventions run at school are either based on well-founded, evidence based, schemes or programmes, or tailored packages of support based on diagnostic assessments or curriculum objectives. These include:

- The 'Rapid' scheme for phonics, reading and maths: A multi-sensory programme to help learners catch up in phonic, reading or number skills. The Rapid schemes give each child personalised support and repeated practice in the fundamentals of numeracy and literacy.
- 'Project CodeX': An evidence founded reading intervention programme which focuses on developing both synthetic phonics and comprehension within a highly motivational character series. This intervention is particularly successful with reluctant male readers in Key Stage 1
- 'Toe by Toe': A step by step dyslexia support programme that supports phonological awareness and helps to build confidence and self-esteem for reading and spelling
- 'Tracks Spelling': A precision teaching approach for supporting pupils with weak spelling ability or dyslexia 'overlearn' core spellings by sight through repetition, strategy and application
- 'Plus 1' / 'Power of 2': Coaching manuals aimed at Key Stage 1 and Key Stage 2 which teach core maths facts, the building blocks of numbers and begin to develop skills with mental calculations. This is a further 'overlearning' resource that is particularly useful for pupils who have traits, or a diagnosis, of dyscalculia
- '5 Minute Box' for reading and maths: is a proven multi-sensory system for reinforcing early literacy and maths skills and assessing children for potential learning difficulties
- 'Write From the Start': A kinaesthetic programme to support the development of fluent handwriting
- Precision Teaching – highly personalised support based on diagnostic assessment of needs and gaps in knowledge or understanding, primarily with a maths or English focus
- Pre-teaching – An approach which enables SEND pupils to access learning objectives, lesson vocabulary, knowledge and understanding ahead of their peers for use in whole class learning

Please see the Whole School Provision Map, appendix 1, for further information on the range of interventions offered in school.

## **5.7 Adaptations to the curriculum and learning environment**

At Park Mead the curriculum, physical environment, ethos and approach are adapted, scaffolded and differentiated to meet the needs of all our children including those with SEND.

All classrooms are set up to follow dyslexia friendly and speech and language friendly approaches including use of labelled resources, word walls, prompt mats, highlighting pens and reading rulers, coloured interactive boards, individual personalised resources, number lines, 100 squares, phonic prompts, alternative means of recording, modelled and shared writing opportunities, use of visual feedback, 'chunking' of instructions, use of the 7 second rule to allow processing time and pre-teaching of key vocabulary. We take on board advice from external specialists including the Surrey specialist teaching team and speech and language service to further develop our classrooms and school accessibility to meet current best practice approaches.

We always act upon advice received from external agencies in supporting pupils with sensory and physical needs and disabilities including enlarging of print for visually impaired children; most advantageous positioning of hearing impaired children within the classroom and use of aids as recommended; use of laptops for children with recording needs; use of coloured overlays and exercise books for children who experience visual stress; use of brain breaks, sensory cushions, weighted blankets for children with sensory issues amongst other strategies and provision.

Teachers are mindful to ensure that classrooms are autistic spectrum condition friendly including use of visual timetables, personalised timetables and prompt/sequence cards as necessary, quiet work stations, areas of retreat and pictorially labelled resources. (This includes within outdoor learning environments such as the EYFS outdoor area).

We have a number of intervention and 'break out' rooms for learning and play available in both key stages.

Please see the school's Accessibility Policy, Pol 1, for further information.

## 5.8 Additional support for learning

We currently have twenty nine teaching assistants who are trained to support pupil learning in class and to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis where the child has an EHCP or requires significant support whilst we await the process of an EHCP application. In all cases, 1:1 provision is provided so as to facilitate independence in all children according to our *'my turn, our turn, your turn'* philosophy.

Teaching assistants will support pupils in small groups for interventions at Wave 2 and 3 either in class or in an intervention room. Please see the school's Whole School Provision Map for further information about SEND 'Waves' of support.

## 5.9 Expertise and training of staff

Our SENDCO has fourteen years experience as a classroom practitioner and in school leadership.

They are allocated four days a week to manage SEND provision.

We have a team of twenty nine teaching assistants, including five higher level teaching assistants (HLTAs). Our support staff are highly trained and experienced; many of whom have training accreditations such as ELKLAN, ELSA and the Diploma in Supporting Education.

In the last academic year, staff have been trained in: Safeguarding (including updated Prevent and E-Safety training), dyslexia 'the bridge to fluency', emotional literacy support, maths mastery, hearing impairment and the Project CodeX reading recovery scheme.

We use specialist staff for ELSA sessions, the nurture group and for ELKLAN speech and language support.

All staff receive regular update training by the school nurse or other health professionals with regard to asthma, epilepsy, diabetes and anaphylaxis. The school nurse and other community health teams also provide training to staff regarding specific low incidence medical conditions as needs arise.

## 5.10 Securing equipment and facilities

Our finances are monitored regularly by the school finance manager and the senior leadership team and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure a value for money service, so all interventions are costed and evaluated.

The SENDCO liaises closely with charitable agencies and the PTFA in order to secure additional funding or resourcing to support the allocated SEND budget where possible.

We regard our duty to make reasonable adjustments to support pupil needs as an anticipatory duty – i.e. it applies not only to disabled children who already attend our school but also to disabled children who may attend in the future (this does not imply that we anticipate every possible auxiliary aid and service that may be required by current or future children attending our school, but that we anticipate those auxiliary aids and services which it would be reasonable to expect may be required).

Auxiliary aids could include for example the provision of a piece of equipment; additional staff assistance for disabled children; readers for children (and adults in our school community) with visual impairments.

Please see the school's Accessibility Policy and Plan which outline adaptations made to the building to meet particular needs and enhance learning. Pol 1.

## 5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their personalised goals each term
- Reviewing the impact of interventions each term, regularly, or according to the period of intervention the specific programme is designed for
- Using pupil questionnaires; pupil voice is highly valued in our school
- Monitoring by the SENDCO via learning walks, lesson observation and book scrutiny
- Using the whole school provision map and pupil learning plans to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

- Monitoring the impact of any intervention against cost, to ensure a value for money service

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs with additional considerations or planning made as appropriate to individual needs.

All pupils are encouraged to go on out of school educational visits and residential; where there may be concerns for safety and access, support packages and additional considerations are made for pupils with SEND or medical conditions in close collaboration with parents.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

All our staff are trained to provide a high standard of pastoral support and we ensure pastoral information is shared with all relevant staff members; concerns for the pastoral well-being of pupils is shared appropriately at weekly staff meetings. The school's PSHEC curriculum and provision is based on the National PSHEC Association scheme of work and closely matches to the needs and context of our school setting and community. Children are taught positive mental health and well-being through the programmes of study and through regular, and ad-hoc, class discussion and 'circle time'.

Some pupils will require greater support to increase their emotional literacy than others. Some children may have experienced trauma or bereavement that means they are not able to operate effectively at school with their friendships or learning and need additional support with their mental health and well-being. This support is provided via our school emotional literacy support assistant (ELSA). ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed.

Our Behaviour Policy, which includes guidance on pupil expectations, is fully understood and upheld by all stakeholders including staff, governors, parents and pupils. This policy, and its procedures, is designed to ensure pupils are happy, safe and able to learn in school. Section four of the Behaviour Policy references how this policy and its procedures may be adapted according to the needs of pupils with SEND. Please see Pol 17 for further information.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence in collaboration with the Surrey educational welfare team. Pupil voice is central to our ethos and is encouraged in a variety of ways including through pupil questionnaires, School Council and through the PSHEC curriculum. Pupils with SEND are encouraged to participate in extra-curricular clubs and activities.

We have a zero tolerance approach to bullying. Please find out more about the school's anti-bullying policy, embedded in the school behaviour policy, Pol 17, section six.

### **5.14 Working with other agencies**

External support services play a vital role in supporting school to identify, assess and make provision for pupils with SEND and we work closely with a range of support services identified through the Surrey Local Offer in order to best meet the needs of pupils with SEND and to support their families.

The services we work with on a regular basis include, but is not exclusive to:

- Surrey SEND Team including the school's allocated case worker
- Surrey Specialist Teaching Team for Inclusive Practice (STIP). This includes Learning and Language support (LLS) and Behaviour support.
- Surrey Speech and Language Therapy Service
- Surrey Physical and Sensory support service
- Surrey and NHS Occupational Therapy service
- Surrey Educational Psychology service

- CAMHS (Children and Adolescent Mental Health Services)
- TAMHS (Targeted Mental Health Services)
- REMA (Race Equality and Minority Achievement Service)
- Freemantles ASC specialist school outreach service
- Gosden House specialist outreach team
- Guildford and Godalming and Cranfold Confederation SENDCO networks
- School Nurse
- Surrey SEND Teaching School
- NSPCC Outreach Service

The school also maintains close links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND. The school SENDCO may attend team around the family (TAF) meetings or provide written reports as appropriate if a pupil with SEND is subject to Early Help support through County, a Child In Need (CIN) plan or is supported by other child protection professional teams.

### **5.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the child's class teacher in the first instance. Should that complaint not be addressed between the class teacher and complainant then the complaint will be escalated to the SENDCO and senior leadership team and addressed according to the school's complaints policy, Pol 9.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEND**

Further information regarding SEND provision in school and a link to the Surrey Local Offer website are available on the SEND page of the school website and below.

### **5.17 Contact details for raising concerns**

In the first instance, all concerns relating to SEND should first be communicated to your child's class teacher who should be able to advise and support as required. Should the concern not be addressed or escalates then parents/carers should contact the school SENDCO via the school office to make an appointment.

### **5.18 The local authority local offer**

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Chris Elston, SENDCO, and the SEND governors **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body on an annual basis.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility policy and plan: Pol 1
- Behaviour: Pol 17
- Supporting pupils with medical conditions: Pol 79
- Park Mead Whole School Provision Map
- Park Mead SEND Information Report (pamphlet version)

Agreed by the Governing Body on.....

Autumn 2018

Signed by:.....

Date:.....

Chair of the Governing Body

Review Date: Autumn 2019