

Highnam C of E Primary Academy – SEND Information Report 2018-2019 **For Children and Young People with Special Educational Needs and Disabilities.**

As a mainstream Academy, we work closely with the Gloucestershire Local Authority (LA) where most schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND). We are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We are supported to be inclusive, so that the needs of SEND pupils are met in our setting, wherever possible. Our school is a part of a MAT (Multi-Academy Trust) with three other schools. The **four broad 'areas of need'** are ***Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs.***

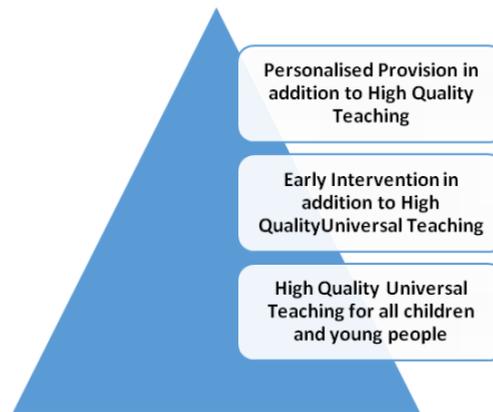
What is the Local Offer?

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Our SEND Information Report - This utilises the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that our school is able to meet.

Who is our SENDCO?	Our SENDCO is Miss Amy Thomas. You can call in at the school office to see if she is available or to make an appointment (Thursdays are best.)
What is our SEND provision?	<p>With 'Quality first teaching,' all teachers are fully committed to providing the best learning experiences for all the children in their care, irrespective of age, gender, race and disability. Using the Graduated Pathway, we plan learning to help all children to take the next personal steps and to make good progress. Qualified adults are available to support additional learning needs some children may have.</p> <p>Some children need additional and different support other than during planned lessons. If children need extra help, then we gradually increase additional support until the child begins to thrive. The additional provision is focused on the children's targeted needs. During planned lessons, help can be offered by the Teacher/ Teaching Assistant/s (TA) or through TA targeted support during the afternoon.</p> <p>Some children require a more graduated level of support which may include extra, more focused intervention, advice from other professionals or targeted work from outside agencies. We seek advice from advisory services e.g. Behaviour, speech and language specialists, Cognition and Learning, Physical Difficulties or Complex needs, to help us support children with any of the four areas of need, as outlined above.</p> <p>Every classroom has equipment and resources developed to enhance learning opportunities in-line with best practice and every classroom is easily accessible on one floor. Ramps and dropped-kerbs have been made for access. We take advice and guidance from other professionals in order to ensure we meet the needs of all children,</p>

including those with a disability. We can fund specialist equipment under the advice from other professionals e.g. a walking frame, writing slopes, wobble cushions etc.



The majority of children achieve well through High Quality First Teaching:

1. Highnam Academy strives to ensure that effective, inclusive teaching and learning approaches are being used consistently and effectively by all adults.
2. All children are supported within lessons so that they can achieve the learning objectives – either with adults or through structured/ scaffolding activities.
3. All children are given helpful feedback during lessons/through marking/ verbal feedback (see our feedback policy), about the progress they are making towards learning targets and about their next steps in learning.
4. All children are encouraged to develop independence in their learning via high expectations, a supportive learning environment and with appropriate technology.
5. All Parents/Carers receive regular detailed information about their child's progress at biannual parents' meetings and through an end of year written report.
6. All children are fully included in all aspects of the school curriculum including extra-curricular provision and school visits.
7. School seeks appropriate advice and support to enhance its universal provision to meet the needs of vulnerable learners, including providing appropriate professional development for staff at all levels.
8. Additional reasonable adjustments are made to: teaching approaches, the curriculum, resources, policy implementation and the environment; to enable all learners including those with SEND to progress well.
9. Teaching assistants and other adults make a significant contribution to the learning taking place within lessons whilst facilitating greater independence in learners.
10. Effective positive behaviour management strategies and anti-bullying procedures ensure that learners enjoy school, feel safe and are free from bullying and harassment.

Early Intervention in addition to High Quality Universal Teaching:

Some learners will need additional support to help them make accelerated progress towards meeting their learning targets or to address 'gaps' in understanding to catch up with **age-related expectations**.

1. Additional interventions are discussed with the child and their Parents/Carers.
2. Parents/ Carers are kept informed about the progress their child/young person is making.
3. Disruption to universal lessons is minimal, but this work may take place within a small group with similar needs. The learning will relate to key skills. Class teachers are expected to reinforce and practice new learning in class.

	<ul style="list-style-type: none"> • School may seek advice or require other professionals to contribute to a more comprehensive assessment of needs to ensure that appropriate personalised provision is in place.
<p>How do we identify that children have a special educational need and disability (SEND)?</p>	<p>Through our admissions procedure and by sharing information, including talking to feeder Nurseries, Health Visitors and previous schools about any needs. Meetings will be held; with plans and provision put in place if a child has a special need and/or disability. On admission to Reception, open days and meetings are held so that information can be shared about children’s known additional needs in order to arrange appropriate provision. If children are admitted to school at other times, records are requested from previous schools and a meeting is held to share information. When all information is gathered and assessments made, appropriate provision is put into place.</p> <p>Termly formal assessments are completed with all children. Scores are placed on our Tracker system which can highlight possible learning difficulties. Children’s needs and progress are discussed at regular Pupil Progress Meetings with the Teacher and Headteacher. For some children who may not be making as much progress as expected, further planned interventions are put into place to overcome barriers to learning and are recorded in Teacher planning and/or a SEND plan. For other children it may be appropriate for the Academy to seek advice from outside agencies, in these cases parental consent will be sought. Health professionals may also alert us to an additional need.</p> <p>There may be other times throughout the year that teachers have concerns regarding a child who may have or develop an additional need, in this case they will discuss concerns initially with the SENDCo and provision will be made e.g. a communication difficulty, clumsiness in PE or an emotional need. All parents are invited to attend parents’ evenings twice a year. Parents will be sent a letter if we have recognised children have an SEND prior to the parent’s evening. Parents are given a written progress report at the end of each academic year. The SENDCo is available in addition to the class teacher on these occasions to meet with parents.</p> <p>The SENDCo and class teachers are also available at other times to discuss concerns with parents; a mutually convenient time will be arranged for the meeting and, if appropriate, other professionals maybe invited to attend.</p> <p>If our staff think that your child has a SEND (Special Education Need and/or Disability,) this may be because they are not making the same progress as other children; for example, they may not be able to follow instructions or answer questions. We will use the ‘Universal Checklist’ of support to observe them, assess their understanding of what we are doing in school and use tests to find out what is causing the difficulty. Should we require further help, we will contact specialist external services, such as the Advisory Teaching Service.</p> <p>If you tell us that you think your child has a SEND, we will discuss this with you and look into it. We will share what we discover with you, agree with you what we will do next and explain what you can do to help your child.</p>
<p>What are the first steps our school will take if special educational</p>	<p>When a teacher or a parent has raised concerns about their child’s progress, and targeted teaching has not met the child’s needs, the teacher must raise this with the Special Educational Needs and Disabilities Coordinator (SENDCo). Our school has meetings every term between each class teacher and a member of the Senior Leadership Team, to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be.</p>

<p>needs are identified?</p>	<p>From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.</p> <p>The children that do require additional support will have intervention groups organised and then timetabled. The interventions are discussed with parents; this is an opportunity to explain the provision and time scales. The children are assessed at the start and then again after a term to check progress (entry and exit data). The interventions and plans are monitored by the SENDCo throughout, to ensure the provision meets the needs of the children and that good progress is made.</p> <p>Targeted teaching or interventions are where your child may receive additional support either in or outside of the classroom. These are often run by skilled Teaching Assistants under the direction of the class teacher or the SENDCo. They usually include small groups of children working towards the same/similar targets.</p> <p>Examples of some interventions include:</p> <ul style="list-style-type: none"> • Small group/ 1-1 phonics sessions • Power of Two • One to one tuition • Booster classes (Y5 & Y6) • Art therapy • Lego writing workshops • Typing • Letter formation • Reading 1-1 • Phonic flashcards • Social skills group • Small group English teaching (KS2) • Friendship buddies • Fizzy (fine and gross motor skills teaching) <p>If, as a result of these interventions, your child is identified as not making good progress, the school will set up a meeting to discuss this with you in more detail. The meeting will be to:</p> <ul style="list-style-type: none"> • Listen to any concerns you may have • Plan any additional support your child may receive • Discuss with you any referrals to outside professionals to support your child's learning • Discuss placing your child on the SEND register • Put in place a My Plan, listing specific targets, outcomes, intervention details, resources needed and timeframes. This can also give ideas for how to support at home.
<p>What should parents/ carers do if they think that their child has SEND? How can they raise concerns?</p>	<p>If you have concerns about your child's progress, you should speak to your child's class teacher, initially.</p> <p>Over time, and once you have discussed your thoughts with the class teacher, if you are not happy that the concerns are being managed and that your child is still not making progress, then you should next speak to the SENDCo (Miss Thomas), please contact the school office to make an appointment.</p> <p>As the third option, Mr Dean (Head teacher) and the school's SEND Governor (Mrs R. Orchard) are also available, by appointment.</p>
<p>How will our school include</p>	<p>As their Parent/ Carer, you know your child best and as such, you are one of school's greatest resources in addressing their needs. We aim to involve parents and, where appropriate, pupils, at every level of support. We would like you to talk to your child's</p>

<p>parents and pupils in planning support?</p>	<p>class teacher regularly so that we know what they are doing at home and so that we can share with you what we are doing in school. We hope this will ensure that we are doing similar things to support your child both at home and school and can discuss what is working in both places. The Headteacher can also be available to meet with you to discuss your child's progress or any concerns/worries you may have.</p> <p>All information from outside professionals will, wherever possible, be discussed with you with the person directly involved, or where this is not possible, in a report. The SENDCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>With the child's involvement, My Plans will be reviewed with the parent at least twice a year, to set new targets and evaluating the previous targets that have been set.</p> <p>A home/school book may be used to support communication with you, when this has been agreed to be useful for you and your child.</p>
<p>How will our school teach and support children with SEND?</p>	<p>Class teacher input via excellent targeted classroom teaching (linked to our provision on page 1) - also known as Quality First Teaching. This is an extremely important area in meeting all children's needs, and particularly those with SEND by:</p> <ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Using specific strategies (which may be suggested by the SENDCo) to support your child to learn. <p>Specific group work within a smaller group of children. This group may be:</p> <ul style="list-style-type: none"> - Run in the classroom or outside. - Run by a Teacher or most often a Teaching assistant, who has had training to run these groups. <ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Teaching Assistant/Teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. <p>These are often called 'Intervention' groups.</p> <p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups AND/OR Individual support.</p> <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of, or in addition to, excellent class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.

- Before referrals are made, you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission in order for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself to better understand your child's particular needs and be able to further improve the support in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to improve support
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
 - A group or individual work with outside professional.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

Specified Individual support - *Education, Health and Care Plan (EHCP).*

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process. The school would support this, if all of the stages outlined above had been put in place and that good progress in the identified areas of need had not been made. We would seek the opinions of other professionals, such as the Educational Psychologist, as to their views of your child's skills needs in this respect.
- After the school have sent in the request to the Local Authority (with detailed information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child, to write a report outlining your child's needs.
- After the reports have all been sent in, the Local Authority will decide (through a rigorous Panel meeting) if your child's needs are severe, complex and lifelong and whether they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If an EHCP is not approved, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline: the number of hours of individual/small group support your child will receive from the LA, how the support should be used, what strategies must be put in place as well as long and short term goals for your child.
- As part of the EHC Plan, the additional adult may be used to support your child with whole class learning, run individual programmes or run small groups to include your child.

Click on link to access funding information- Parent Partnership Service



Click on link to access Gloucestershire County Council



<p>How have we made this school accessible to children with SEND? (Including after school clubs etc...)</p>	<p>Our school is on one level and has disabled access. The school is accessible to children with physical disability via widened entrance doors, wide corridors, a ramp and dropped kerbs.</p> <p>The school has an accessible toilet and a new wet-room hygiene suite equipped with ceiling sling and shower.</p> <p>We ensure that equipment used is accessible to all children, regardless of their needs. The school has a centrally accessible toilet.</p> <p>Every classroom is carpeted and has adequate ventilation and heating.</p> <p>All children have access to each classroom and the school's computing equipment.</p> <p>Enrichment activities are extended to all pupils, irrelevant of their needs.</p> <p>All extra-curricular clubs are fully inclusive and, if necessary, school will make additional arrangements/ reasonable adjustments.</p> <p>All children have the opportunity to go swimming for 10 weeks each year.</p> <p>We have wraparound care with before and after school clubs, available for all. We also have strong links with Highnam Under 5s, on site.</p> <p>As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable, unless a risk assessment says otherwise.</p>
<p>Who will be working with your child?</p>	<p>Within our school your child will have a Class Teacher and Teaching Assistant(s). Your child may work with the SENDCo who will be overseeing their SEND provision.</p> <p>Other people or external agencies that may be involved include:</p> <ul style="list-style-type: none"> • Family support worker • Attendance officer • Advisory Teaching Service • Educational Psychologist • Occupational Health • Physiotherapy • Speech and Language service.
<p>How are the teachers in school helped to work with children with a SEND and what training do they have?</p>	<ul style="list-style-type: none"> • The SENDCo's job is to support the class teacher in planning for children with SEND. • The school has a duty to provide continual professional development (CPD) opportunities for all staff, to improve the teaching and learning of all children (including those with SEND.) This includes whole school training on SEND issues such as ASD and dyslexia etc. • Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency with the school's approach for teaching all children. We occasionally share training with our Primary Quest partners. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Information gleaned from this training is shared by the attendee to their relevant colleagues.
<p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p>	<p>Our school has invested in resources to aid pastoral care, including:</p> <ul style="list-style-type: none"> • A family support worker – works with the child and their family to discuss strategies for dealing with several issues. The FSW will work with families until a solution has been found to support effectively at home i.e. behavioural problems, anxiety, anger etc. • Most staff are First Aid trained, including midday supervisors; however, we are unable to administer medication, unless through prior arrangements made with the Head teacher. • Our school has a policy of zero tolerance towards bullying and all relevant policies are available on the school's website.

<p>How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?</p>	<p>Children are assessed termly against National expectations and their scores are placed into our Tracker system. The scores help us to lead focused discussions on the effectiveness of our teaching, provision and the usefulness of any targets set. This means that the progress of pupils with SEND is tracked in the same way as everyone else in the school.</p> <p>We set challenging targets based on where children are currently working. If we get the intervention right, then we expect to see good progress over a term. These targets may be for e.g. English, maths, physical, emotional or social and communication needs.</p> <ul style="list-style-type: none"> • Intervention evaluations are completed by all staff leading additional support groups (with entry and exit data recorded, to assess the success of interventions in supporting the child's needs). Everyone deploying an intervention understands what needs to be put in place in order to improve the outcomes for the child. • P-levels and progression guidance can be used to measure progress for some SEND pupils. • Steps of progress are used to measure attainment made by some SEND pupils. • Termly progress meetings are held with the class teachers and members of the Senior Leadership Team. • Target Tracker is used to record, monitor and analyse assessment data for all core subjects. • My Plan/ My Plan+/ EHCP and Annual Review Meetings are held for SEND pupils and their families. • Information is shared with all parents at parent consultation evenings and through their child's annual report. • If children do not meet their targets, the reasons will be discussed in the meeting or with SENDCo, the target adapted or a different approach may be tried. • All parents have opportunity to attend parents' evenings twice a year when progress against targets can be discussed and parents have the opportunity to input into the SEND plan. We ask for parent feedback/their views on their child's progress and to evaluate our SEND provision. • Children with SEND contribute their point of view, called 'Pupil Voice,' to each My Plan, My Plan+ or EHCP that they have.
<p>How do we ensure smooth transition? How do we arrange and support SEND pupils' transfer to another school/ educational establishment?</p>	<p>We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will ensure that all relevant records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information is passed to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. • In Year 6: <ul style="list-style-type: none"> ○ The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school, as appropriate. ○ Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND. <p>Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child at our Academy.</p>

When a new child joins our school:

Children start in our Reception classes when their 5th birthday falls between 1st September and 31st August of a particular academic year. The maximum number of children normally admitted to each year group is thirty. Parents and carers of new Reception children are strongly encouraged to visit school prior to applying for a place, to look around and hear about the life and work of our school. This can be arranged at a mutually convenient time with staff. We also offer a series of Transition days though the Summer Term before children start school to offer children, with their parents, the chance to experience life at Highnam and get to know other children who may share their classrooms. Any child with any form of additional need is highlighted and a plan is put in place before their admission.

Children may be admitted to other year groups, if places are available (non-routine admissions: NRA). Visits to the school prior to such an admission are encouraged. We show the school to children and parents and in particular the potential classroom and staff. We ask parents about any special needs or disability their child may have or any support they may need. Such NRA take place on a Monday or at the beginning of a new half term if that is more appropriate. Staff contact previous school, necessary information is shared and a plan is put in place.

Our local secondary schools make arrangements to meet their pupils before transfer and our children visit their new high school during their last term with us. If children have a SEND, they are offered additional visits, so that they are well prepared and feel comfortable in their new secondary school. Staff from the local feeder secondary schools also meet with school staff to discuss the children and their needs.

In the Summer Term, classes are allocated and a morning is used for both staff and the children to get to know each other ready for September. As well as "Move up Days", SEND and pastoral information is passed up to the new teacher. Reception have a 'stay and play' for two mornings whilst the children play and their parents attend. Prior to 'stay and play,' the Reception teacher also does home visits to meet the new families and so that the children are familiar with her.

Where can you find our SEND policy(s) and what is the role of the Governors?

As an Academy, we are accountable to our Governing Body, which in turn is accountable to parents and to the community. Parent and staff representatives are elected to the Governing Body. In addition, the Governing Body can appoint its own community and foundation governors; traditionally, the Governing Body use these posts to ensure a wide range of representation from local community.

The Governing Body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school.

The SEND Governor must do their best to ensure that the school makes the necessary provision for every pupil with SEND. A SEND governor provides the link between the Governing Body and the school, in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEND provision.

Additional governors are appointed to monitor the provision for Looked After Children and Gifted and Talented children.

	<p>Our school has a strong ethos of inclusion for all. This is reflected in our SEND Policy. Please refer back to website for the SEND and Inclusion Policies.</p> <p>The SEND Governor for the 2018-2019 Academic Year is Mrs Rachael Orchard.</p>
<p>Summary of Provision:</p>	<p>Strategies to support English and Maths</p> <ul style="list-style-type: none"> • Withdrawal in a small group by TA, teacher or SENDCo for planned supportive programmes. • Withdrawal for 1:1 planned programme intervention by TA or SENDCo. • Small group support in class through guided teaching. • Additional support material for home learning. • Differentiation of challenges linked to Age-related learning objectives. <p>Strategies to support behaviour</p> <ul style="list-style-type: none"> • Use of the behaviour policy (available on the school website) www.highnam.gloucs.sch.uk • Circle time (social skills / behaviour modification groups). PSHCE linked with PinK Curriculum for Healthy Schools (KS1-KS2), Apple's Friends (LKS2) and Zippy's Friends (KS1). • Home School Behaviour Log • Visual timetables • KS1 – Visual behaviour charts • Whole-school sanction and reward systems (including red/yellow cards, house points and other incentives) • Referral to Behaviour Support Team or Behavioural Specialist. <p>Strategies to promote emotional and social well-being</p> <ul style="list-style-type: none"> • Work alongside the Family Support Worker • Work with outside agencies such as Health and Social Services • Art therapy groups/ Lego writing • Social activities with small groups <p>Strategies to support curriculum delivery</p> <ul style="list-style-type: none"> • Small group support from TA • 1:1 support in the classroom from a TA to facilitate access • Use of amended curriculum <p>Strategies to support independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables and checklists • Access to personal ICT/Computing (PC and iPads) • Use of individualised targets and success criteria <p>Support at unstructured times of the day</p> <ul style="list-style-type: none"> • Allocated Midday Supervisor at lunchtime • Lunch time clubs <p>Planning and Assessment</p> <ul style="list-style-type: none"> • Provision Maps • Individual targets • Pupil Passport • Review of targets with pupil and parent • Utilisation of Dyslexia Screening Kit

	<p>Medical Support</p> <ul style="list-style-type: none"> • Support for administration of personal medication • Qualified First Aider on site (As a staff we have regular training and updates of conditions and medication affecting individual children so all staff are able to manage medical situations) • School Handbook Red Alerts for children with recognised medical conditions. • Medication kept in class/ in School office, as required. • Medication taken on trips/ excursions when off-site. <p>Access to strategies/ programmes to support Occupational Therapy / Physiotherapy needs</p> <ul style="list-style-type: none"> • Through the Local Authority, we can refer to a variety of advisory staff for hearing, vision, physical difficulties, learning and cognition and complex learning difficulties. • Signposting of pupil to Occupational Therapist / Physiotherapist / Speech Therapist. • School / Specialist liaison • Provision of equipment advised by specialist • Refer to our School Education Psychologist <p>Liaison / Communication with Professional attendance at meetings</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals e.g. Educational Psychologist, Gloucestershire Behaviour Support team, Speech and Language support team and the SEND monitoring and support officer, Gloucestershire County Council.
<p>What to do if you are not happy?</p> <p>Who can you contact for more information?</p>	<p>Your first point of contact is always the class teacher and/or the SENDCo. A meeting will be arranged where the matter will be discussed and decisions made as to how to proceed.</p> <p>In the case where an agreement cannot be made, or, if you wish to discuss your concerns further, the complaint will be referred to the Headteacher.</p> <p>If the complaint is still unresolved, it may be referred to the Chair of Governors. We will arrange a meeting for you with our Chair, who can be contacted through the school.</p> <p>If all these procedures fail to resolve the issue, a formal complaint concerning special needs may be registered with the Local Authority.</p>
<p>Completed by:</p>	<p>A. Thomas – SENDCo (Special Educational Needs Coordinator), Year 3/4 Phase Leader and Year 4 Class Teacher.</p>
<p>Date Completed:</p>	<p>October 2018</p>