



Special Educational Needs Information Report



1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 states that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children and young people with SEN. It is available both on the Uplands Community College website (www.uplandsccl.com) and in the 'local offer' on www.eastsussex.gov.uk</p> <p>The report explains how we meet our duties towards students with special educational needs and disabilities. This report is also linked to our SEN policy.</p> <p>This report is also the information we provide to the East Sussex local offer which outlines the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer</p> <p>We will review this report every year and will involve pupils and parents through student voice and our interactions with parents. We would be delighted with further feedback and contributions. If you would be interested in this, please do not hesitate to contact the SEN Department.</p> <p>Signed.....Chair of Governors</p> <p>Date.....</p>	<p>SEND CoP 6.81</p>
2. Whom do I contact?	
<p>If you are thinking of applying for a place, contact Mrs K. Bailey in the first instance (PA to the Principal). Any enquiries regarding SEN will be passed to Ms J. Nicholls (SENCO).</p> <p>If your child is already at the school, you should talk to the student's form teacher in the first instance. School phone number: 01892 782135</p> <p>The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for students with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school. Ms. J. Nicholls</p> <p>Email is usually the easiest way to contact Ms Nicholls j.nicholls@uplandsccl.com. Alternatively, contact Mrs J. Lennox, PA to the SEN</p>	<p>SEND CoP 6.79 bullet 5</p>

<p>department on 01825 782135.</p>	
<p>3. Which children does the school provide for?</p>	
<p>We are a comprehensive, mainstream Secondary School. We admit students from age 11 to 18.</p> <p>We are an inclusive school. This means we provide for students with all types of special educational needs. If you wish to apply for place for a child who has a statement or Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you wish to apply for a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.</p> <ul style="list-style-type: none"> • http://www.uplandscs.com/parent-information/admissions-1 • https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/ • Contact 'Information for Families' for admissions advice 0345 60 80 192 	<p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p>
<p>4. Summary of how the school meets the needs of children with SEN and disabilities</p>	
<p>High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. This means that teachers will plan lessons and interventions, which take into account the needs of each child. Differentiation takes place in lessons and means that learning experiences take into account a range of learning styles and abilities.</p> <p>The progress and curricular targets of all students are reviewed on a regular basis. Where necessary teachers will seek the guidance of the SENCO or SEN department to contribute to this process.</p> <p>Underpinning ALL our provision in school is the graduated approach cycle of:</p> <div data-bbox="510 1388 877 1769" data-label="Diagram"> <pre> graph TD Assess --> Plan Plan --> Do Do --> Review Review --> Assess </pre> </div> <p>If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and a Health Plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.</p>	<p>SEND CoP 6.79 bullet 5</p> <p>SEND CoP 6.80 re looked after children</p>

5. How does the school identify children's special educational needs

We aim to identify a child or young person's special educational needs (SEN) as early as possible, so that the student achieves the best possible outcomes

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism;
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia, and dyspraxia;
- **Social, emotional, and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder, or anxiety;
- **Sensory and/or physical needs** - including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

At Uplands, we assess each student's current skills and level of attainment on entry to the school. We make regular assessments of progress for all students. These seek to identify students making less than expected progress for their age and individual circumstances. This is progress which:

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

The first response to less than expected progress will always be Quality First Teaching – high quality teaching targeted at the student's area of weakness by subject specialists.

Where progress is not sufficient, even if special educational need has not been identified, Heads of Faculties and teaching staff can offer additional support to enable the student to catch up. Examples of extra support are intervention plans or guided learning, and include revision timetables, guides, advice to parents offering specific guidance at home.

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, the class or subject teacher will work with the SENCO and there will be a clear analysis of the student's needs using a range of assessment tools to determine the cause of the learning difficulty and may include other professionals. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents and reviewed regularly.

SEND CoP 6.79
bullet 5
Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

<p>Uplands liaises with primary schools or previous educational establishments to ensure that we have relevant information relating to existing special educational needs, behavioural needs or English as an additional language. This will also involve (as appropriate) liaison with parents, SENCOs or class teachers during the transition process and visits to students in the primary setting. Information collated prior to the transition is then shared with classroom and pastoral staff, including any specific recommendations made by relevant external services (for example, speech, and language).</p> <p>Students are tracked in school through assessments and data. Each subject tracks the progress of students at least three times per year, which is then analysed by the college's leaders.</p> <p>Information regarding a student's progress is shared at parent/carer consultation evenings and in informal discussions.</p> <p>The information is used to plan for student's learning and to monitor progress. If there are concerns about a lack of sufficient progress, we may ask other professionals to offer advice or to assess students.</p>	
<p>6. How does the school teach and support children with SEN?</p>	
<p>High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. SEN Code of Practice (2014, 6.37).</p> <p>At Uplands, the quality of teaching is judged to be good in our last Ofsted inspection (2017). High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. All students requiring interventions with a higher level of need are placed on a School Based Plan. These documents help us to regularly review and record what we offer each student or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.</p> <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>Assess: Students are regularly assessed as part of the school's teaching and learning policy and progress is carefully tracked and monitored. Occasionally it may be necessary to assess children using a 'one-off' formal SEND assessment for example Lucid assessment or through psychometric screening.</p> <p>Plan: All students who have an Education, Health and Care Plan (EHCP) to plan provision. A smaller number of students with more complex needs in addition to this group of children also have an ANP. It is the responsibility of subject teachers to plan for interventions and differentiation that may be required within the class. Advice on planning can be sought from the SENCO, SEN department, and subject leaders.</p> <p>Do: It is recognised that Quality First Teaching enables all children with SEND</p>	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p>

<p>to make the best progress. Teachers plan for individual students as part of the whole class planning process using specific techniques and strategies to include individual students. Teaching assistants are well trained in SEND and some have particular expertise with the children they are working with for example: speech and language difficulties or dyslexia.</p> <p>Review: Student progress is regularly reviewed by subject teachers and teaching assistants as part of an ongoing process. School Based Planning Meetings include parents, staff, and external agencies (where appropriate). If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice. This may mean withdrawal from class or specialist intervention, or working in small groups or 1:1 with a member of the learning support team.</p> <p>If required, an individual programme of additional support may be put in place, which can be reviewed and changed to meet the student's needs. Changes to an individual student's curriculum is communicated to parents via the Learning Support Department. This may involve some small group teaching, or working one to one with a teacher or teaching assistant over a short period in order to help close the gap between the student and their peers or to meet a specific need identified by the class teacher.</p> <p>If a referral to services outside the college becomes necessary, we will discuss this with parents and make a referral with permission</p> <p>Uplands has an extensive programme of staff training and development which includes Quality First Teaching approaches and working with students with additional needs. This approach is integral to the college's performance management procedures. Additionally, staff training and development sometimes involves training providers from outside of the college working with teachers and associate staff.</p> <p>The SEN team share good practice and discuss strategies for supporting pupils. Where appropriate, staff may meet in small teams around specific needs or specific students to ensure a collaborative approach to support.</p> <p>Our SEN team have attended a variety of training courses. These include reading, working with students on the autistic spectrum, Lego therapy, dyslexia, Lexia, Lucid assessment, maths, Makaton and ADHD.</p>	<p>SEND COP 6.4</p>
<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>At Uplands, all students have access to a broad and balanced curriculum, which is suitable for all. We will set high expectations for all students.</p> <p>To meet the needs of all students, teachers create flexible environments where students with a range of abilities and needs can make appropriate progress. In some cases, teachers may differentiate (change or adapt) tasks and material to take into account the needs of individual students. Lessons will often incorporate opportunities to learn in a variety of ways.</p> <p>Additionally, teachers track and assess the progress of all students on a regular basis. This enables the class teacher, heads of faculty and heads of year to monitor the progress of each student. This is part of our assessment policy.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>

<p>If students are not making expected progress, or the class teacher identifies gaps in learning, we will talk with the student and their parents and part of the SEN support cycle (assess, plan, do, review) and it may be suitable for them to take part in guided group work or in small intervention groups. These will be run by the class teacher, or a teaching assistant. Where necessary, the school may also seek specialist advice.</p> <p>ANPs and Educational Health Care Plans (EHCP) may also indicate particular interventions or support required in addition to the school's resources.</p> <p>Further information about the college's curriculum can be found on the college website www.uplandsc.com.</p>	
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>In addition to the information available on the parent portal (progress and attainment data), there is also a scheduled parent consultation evening for each year group during the academic year (two opportunities in exam years – 11, 12 & 13).</p> <p>Any parent workshops, events or information evenings are communicated to parents via email, by post (on request) and via the school's website www.uplandsc.com.</p> <p>Information that needs to be shared between Uplands and parents/carers will also be communicated via email or a phone call. If parents have any concerns or want access to further guidance, an appointment may be made with class teachers, pastoral leaders, and heads of year or with the SENDCO. Where appropriate, staff may also send messages via the student planner.</p> <p>For students with SEN, it is important to us that parents feel involved in the planning for and evaluation of support. Where a student has an EHCP, parents will be invited to attend an annual review and contribute to at least two further interim reviews (one of these may be a parent consultation evening). Where the SEN department identifies the student as needing a School Based Plan to support their progress and attainment of a particular student, parents and carers will be involved in the creation of this document, planning outcomes and reviewing the targets at regular intervals.</p> <p>The focus of any review or meeting will centre on the child or young person's outcomes. Any support planned will be in order to help the child or young person reach the agreed outcomes or make progress towards them.</p> <p>When reports are received from outside services, Uplands will liaise with parents and take the relevant action.</p> <p>We welcome the opportunity to meet or talk with parents regularly to help support our students. Please do not hesitate to get in touch.</p>	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>

9. How are children involved in reviewing their progress and planning support?

We are committed to involving young people with SEN in decisions about their learning, we will:

- Have regard for the views, wishes, and feelings of young people.
- Provide young people with the information and support necessary to enable full participation in decision making
- Support young people to develop and help them achieve the best possible outcomes and prepare effectively for adulthood.

	Who's involved?	How often?
Self-assessment	Subject teachers and form tutors	Daily
Circle times	form tutor	Fortnightly
School Council	Mrs Sargeant	Termly meetings (whole council) More frequently in form group
Pupil Voice	Student, SENCO, SEN key workers, form tutor and subject teachers	At least once a year via survey More frequently in class with teachers
Listen to Me	Students with SEN and their keyworker or SENCO	Once a year
SEN support review meetings	Students, parents, teaching assistants, (where appropriate) subject teachers/form tutor supported by SENCo	At least three times a year
Annual reviews (EHCP only)	Student, parents, SENCO, class teacher/ form tutor, SEN professionals and support services, local authority.	Once a year

SEND CoP 6.79 bullet 4
Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We recognise that transferring to a new school, college or setting can be challenging for all students, especially those with SEND. Therefore, we take steps to ensure that both students and their parents feel supported.

Joining Uplands

- We have a number of links with the feeder primary schools and it is likely that students would have visited Uplands through our transitions programme, including sports and learning partnerships;
- We hold an open evening and series of open mornings where students and parents are invited to visit before naming their preferred choice of secondary school;
- Parents, teachers and SENCOs in the primary setting are invited to discuss the specific needs of a child with the SENCO or Year 7 leaders. It may be

SEND CoP 6.79 bullet 6
Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood.
As young

<p>that there will be a collaborative approach in Year 6 and the SENCO or members of the SEN team may visit, observe students, work with TAs and primary SENCOs, or attend Annual Reviews/EHCP reviews;</p> <ul style="list-style-type: none"> • Uplands staff visit students in their primary setting; • Transition days take place during Term 6 for all new students joining the college; • Additional visits are arranged for our 'transition group' which includes students who may be more vulnerable or those with a higher level of need. <p>Changing Key Stage</p> <ul style="list-style-type: none"> • Additional support is provided for students selecting their preferences at GCSE or making decisions post 16; • If your child is moving to another school, we will contact the relevant staff and ensure that their SEN records are made available to the new school as soon as possible. <p>Further advice and guidance can be found at: https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p> <p>For students with an EHCP, 'preparing for adulthood' form a key part of the review and planning process from Year 9 onwards with specific outcomes aimed at preparing the young person for the next steps.</p>	<p>people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
<p>11. What training do school staff have?</p>	
<p>Uplands has an extensive programme of staff training and development, which includes Quality First Teaching approaches and working with students with additional needs. This sometimes includes training providers from outside of the college working with teachers and associate staff.</p> <p>Our SEN team have attended a variety of training courses. These include reading, working with students on the autistic spectrum, Lego therapy, dyslexia, Lexia, Lucid assessment, maths, Makaton and ADHD.</p> <p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET-training day. Mrs Richards, Deputy Headteacher, leads the professional development of all staff.</p> <p>Our SENCO is currently studying for the PGiPP National Award for Special Educational Needs Co-ordination qualification.</p> <p>Mrs Hayes-Fisher is a qualified Specialist Assessor (British Psychological Society)</p> <p>We have a wide range of training available to us:</p> <p>East Sussex County Council training for schools- czone.eastsussex.gov.uk Inclusion Development Programme- idponline.org.uk Advanced training materials- advanced-training.org.uk</p>	<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</p>

<p>12.How does the school measure how well it teaches and supports children with SEN?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to ensure no one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We complete an annual self-evaluation of our SEN provision and use this to further improve our SEN provision.</p> <p>We also invite parents to provide feedback at meetings and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/</p> <p>The progress of students with SEND at Uplands is very good. In 2018, our Progress 8 score for students who are SEN support was 1.31, and for those with an EHCP it was 1.19 meaning that students with SEN at Uplands on average achieve a grade better progress than they would in another setting and two grades progress above the national average. These outcomes make us one of the top performing schools in East Sussex for students with SEN.</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p>
<p>13.How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>We regularly carry out accessibility audits to ensure that the school is accessible to users. The school hall, student services, canteen, and medical room are all on ground level. There are classrooms on the ground floor and lifts in the IL block and creative arts block which provide access to further classrooms. A ramp provides access to Learning Support and we also have a number of portable ramps that can be used around the school. There are two disabled toilets on site suitable for wheelchair uses.</p> <p>In line with the Equalities Act, we will make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. If there are any concerns about access or equipment, please do discuss these with us so that we can ensure all students/members of the community are included.</p> <p>Our Accessibility Policy can provide further details.</p>	<p>Section 69 Children and Families Act 2014</p>

<p>14.How are children included in activities with other children, including school trips?</p>	
<p>All children are included in activities outside the classroom, including any out of lesson learning experiences and extra-curricular trips. Risk assessments are carried out for all college trips and reasonable adjustments are made where necessary. We follow the local authority guidelines for staff to student ratios and may increase the additional adults if appropriate to support students. Any special arrangements will be made in consultation with parents.</p> <p>Clubs are available to all students and, where appropriate, suitable adjustments will be made.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN</p>
<p>15.What support is there for children's overall well-being and their emotional, mental, and social development?</p>	
<p>At Uplands, we have an ethos of 'every child known' and staff value young people, taking responsibility for their learning and an interest in their wellbeing. It is important to all staff that students at Uplands feel safe and secure. Pastoral and teaching staff are kept well-informed about any issues or concerns about wellbeing. Heads of Year and form tutors are often a first port of call for students who are experiencing any difficulties and will inform other staff as appropriate.</p> <p>The college has a comprehensive tutoring and assemblies programme which encompasses social, emotional and mental health learning, e-safety, citizenship and ethics. All staff have a commitment to promoting wellbeing and student development.</p> <p>There are a number of trained first aiders at Uplands and a medical room for administering first aid or dealing with students who are taken ill. Mr Preston is our designated medical officer and a Community First Responder. Mrs Ring, in reception, manages the administration and storage of medication. Health professionals are included in the planning for students with specific medical needs and contribute to medical or health plans. Information is shared with the class teacher, SENCO and parents.</p> <p>Uplands has a behaviour system which includes sanctions and rewards for the behaviour management of all students (please refer to the school's Behaviour Policy for further information). Additional behaviour plans (involving the Student Support Team) and risk assessments may be used, if appropriate, to support students experiencing particular difficulties. The school may also work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services or Early Help services.</p>	<p>SENd CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying</p>

<p>Uplands also has a designated attendance officer.</p> <p>The school has access to counselling and grief management counsellors.</p> <p>We monitor and review progress of students with SEND, with the child and parent, so that we can help ensure good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review. Students with SEND are safeguarded, including tackling discrimination and bullying and supporting them with relationships (through social communication groups or additional health and relationship interventions).</p> <p>Policies on Behaviour, anti-bullying, Safeguarding and Supporting students with Medical Needs can be found on our website.</p>	
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.</p> <p>Outreach and external agency support is usually accessed through the 'Front Door' ESCC Services as required within the limits of Uplands and LA resources. The governing body is supportive of Uplands engaging the following bodies and the SEN Governor will review this provision annually with the SENDCo and Deputy Headteacher:-</p> <ul style="list-style-type: none"> • Educational Psychology; • Communication, Language and Learning Support Service; • Speech and Language Therapy Services for students with requirements for direct therapy or advice; • Occupational Therapy; • English as an Additional Language Service; • Early Help Services; • Gypsy, Roma Traveller Service; • Child and Adolescent Mental Health Service (CAMHS); • Membership of professional networks for SENDCo e.g. SENCo forum, NASEN and TES. <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p>	<p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p>
<p>17. Where can I get information, advice and support?</p>	
<p>The name and contact details of the SEN Co-ordinator</p> <p>The SENCo at Uplands is Ms J. Nicholls, who is a qualified teacher. Ms Nicholls is available on 01892 782135 or j.nicholls@uplandsc.com</p> <p>The 'local offer' on the internet</p>	<p>CoP 6.81 re local offer</p>

<p>www.eastsussex.gov.uk/localoffer</p> <p>Parents without internet access should make an appointment with the SENDCO for support to gain the information they require. SEND information, advice and support service</p> <p>Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.</p> <p>0345 60 80 192 informationforfamilies@eastsussex.gov.uk www.eastsussex.gov.uk/sendadvice</p> <p>Core Assets Independent Supporters Service provides free, impartial, confidential, advice, support, and options around educational issues for parents who have children with special educational needs or disabilities. They empower parents to play an active and informed role in their child's education. They can be contacted on</p> <p>Telephone: 08000 288 455 www.coreassets.com</p>	<p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>Parents are encouraged to share any concerns at an early stage. If a parent is concerned about anything to do with the education that we are providing at the college, they should, in the first instance, discuss the matter with their child's form tutor, Head of Year, subject teacher, or the SENCo. In our experience, most matters of concern can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and making good progress, they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.</p> <p>Where parents feel that a situation has not been or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Assistant Headteachers, Deputy Headteacher or the Headteacher. The Senior Leadership Team considers any such complaint very seriously, and investigates each case thoroughly. Most complaints are normally resolved by this stage. Complaints from parents of students with SEND are dealt with in accordance with the schools complaints procedure. Any such complaints are investigated and acted upon by the Headteacher.</p> <p>If agreement cannot be reached when provision is discussed, mediation services may be used.</p> <p>Should any parents have a complaint about the Headteacher, they should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if parents are unhappy with the outcome, they can make a formal complaint, as outlined below. Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p>

the nature of the complaint and how the school has handled it so far. The parent should send this written complaint to the chair of governors.

The governing body must consider all written complaints within three weeks of receipt. The Complaints Committee will arrange a meeting to discuss the complaint, and will invite the person making it to attend the meeting, so that s/he can explain the complaint in more detail. The school gives the complainant at least three days' notice of the meeting. After hearing all the evidence, the governors will consider their decision and inform the parents about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

If the complaint is not resolved, a parent may make representation to the LA. Further information about this process is available from the school or from the LA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.