

## Special Educational Needs and Disability (SEND) Policy Axminster Community Primary Academy

<b>Adopted:</b>	Dec 2024
<b>Review cycle:</b>	Annual
<b>Next review due by:</b>	Dec 2025

This policy aims to support inclusion for all of our children and is written in line with other First Federation Trust policies.

The First Federation Trust aims to provide high quality teaching for all pupils defined as teaching which is adapted to meet the needs of the majority of pupils. Some pupils may need something **additional to** or **different from** to that normally available of pupils to the same age; this is referred to as special educational provision.

First Federation schools will do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in our schools are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and directors of our schools will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

**All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.**

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children’s services and all other agencies.

### School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in

respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

## **Aims and Objectives Aims**

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

## **Objectives**

The SEND Policy of the First Federation Trust schools reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this SEND Policy are to:

- Ensure the Equality Act (2010) duties for pupils with disabilities are met;
- To enable pupils with special educational needs to have their needs met;
- To take into account the views of the pupils with special educational needs;
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs;
- In conjunction with the Medicine and Pupils with Medical Needs Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions;
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review cycle;
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods;
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family, incorporating external recommendations where relevant;
- Share expertise and good practice across the school, multi academy trust and local area ensuring that all staff have access to training and advice to support quality teaching and learning for all pupils;
- Make efficient and effective use of school resources;
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs;
- Have regard to guidance detailed by Devon, Dorset and Plymouth County Councils and to be in line with the SEND Strategies and Local Offers.

## **Identifying and Supporting Special Educational Needs & Disabilities Definition of SEND**

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for him/her namely provision **which is additional to** or **different from** that normally available in an adapted curriculum. The SEND Code of Practice (2015) regards pupils as having a Special Educational Need if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others at the same age in mainstream schools

A child under compulsory age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The First Federation Trust will have regard to the SEND Code of Practice (2015) when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal adapted curriculum. This may be on an on-going basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act (2010).

### **Areas of Special Educational Need**

Under the SEND Code of Practice (2015) pupils identified as having a special educational need (SEND) will be considered within one or more of the following categories of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Sensory and physical

### **Cognition and Learning**

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of the following: dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (coordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

## **Communication and Interaction Needs**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and interaction needs include:

- Speech, language and communication needs (SLCN), including Developmental Language Disorder (DLD)
- Autism

## **Social, Emotional and Mental Health Difficulties**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

## **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impaired)
- Multi-sensory impairment (MSI – sometimes referred to as Deafblind)
- Physical disability (PD)

## **A Graduated Response to SEND Early Concerns**

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate adaptation within the classroom and a record is kept of strategies used. This can then be used in later discussions if concerns persist.

## **How we Identify and Support Pupils with SEND**

All pupils' attainment and achievements are monitored by the teacher who is required to provide high quality teaching and learning opportunities adapted for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disabilities Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

## **Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and

actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated approach – assess, plan, do, review cycle**.

## **Graduated Response**

### **Assess**

- In identifying a pupil as needing **SEND support** the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded on a Personal Learning Plan (PLP). The school and parents/carers will meet, where appropriate, with other agencies to create and up-date the PLP.
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

### **Plan**

- The class teacher, through discussions with the parents/carers and the child, will decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on a termly Personal Learning Plan (PLP);
- The PLP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required. A copy of this will also be kept in the pupil's SEND file;
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge;
- The PLP can sometimes involve a contribution by parents/carers to reinforce learning at home;
- Where appropriate, the PLP will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

### **Do**

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- The SENDCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support;
- The class teacher is responsible for the daily implementation of the plan and will amend and annotate this accordingly

### **Review**

- There will be a termly review of the PLP. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers;

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review;
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil;
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

### **Exit Criteria**

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is ***different from*** or ***additional to*** that which is normally available as part of high quality and adapted teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

### **Statutory Assessment of Needs (EHC)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the graduated approach will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and as such First Federation Schools will hold annual review meetings on the behalf Devon, Dorset and Plymouth LA's and complete the appropriate paperwork for this process.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

### **Supporting Pupils and Families**

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At First Federation schools we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services. These services are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

- [Home - Devon Information Advice and Support \(devonias.org.uk\)](http://devonias.org.uk)

Parents/carers are also encouraged to visit the Local Offer website

- [Devon's SEND Local Offer - help and support for children with SEND](#)

These websites provide valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

## **Children in Care**

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

## **Pupil Voice**

We value the views of pupils and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their EHC annual review, as part of their Assess, Plan, Do, Review cycle and sometimes at the end of a targeted intervention.

## **Partnership with External Agencies**

First Federation Schools are supported by a wide range of different agencies and teams. The schools SEND Information Report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is updated annually.

## **Transition**

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

We understand how difficult it is for children and parents/carers as they move into a new class or a new school and will do what we can to make transitions as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs and may include:

- Additional meetings for the parent/carers and child with the new teacher;
- Additional visits to the new classroom environment or school;
- Additional resources to support transition such as social stories, transition books, postcards from key adults etc;
- SENDCOs will liaise with feeder pre-schools and nurseries and attend relevant meetings to plan transition into school;
- Secondary school SENDCOs/staff will be invited to the EHC annual reviews for year 5 children and any other relevant meetings.

## **Training and Resources**

### **Allocation of Resources**

- Resources are allocated to support children with identified needs as identified previously;
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes;
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused interventions in groups, or for individuals;
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

### **Continuing Professional Development (CPD) for Special Educational Needs**

- All staff at the school engage in training sessions when Quality First Teaching is addressed;
- The SENDCOs and First Federation Trust staff provide regular CPD to other staff in school in specific aspects of meeting the needs of pupils with SEND;
- All staff have regular CPD meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary;
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed;
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions;

- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

## **Funding**

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

Children with EHC plans may also be in receipt of additional funding.

## **Personal Budgets**

Personal Budgets are only available to pupils with an Education, Health and Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions. Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCo.

## **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the First Federation Trust as a whole. In addition to the Board of Directors, the Federation Leadership Team (FLT) and SENDCo, all members of staff have important responsibilities and are leaders of SEND.

## **Board of Directors**

The Board of Directors endeavour to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children's SEND;
- ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND;
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCo. Each school is required to have a named SENDCo;
- ensures all schools have a SEND information report and accessibility plan;
- determine their approach to using resources to support progress of pupils with SEND.

## **Lead for SEND**

The SEND Lead has responsibility for ensuring that current policy and procedures are compliant with the current SEND Code of Practice (2015). The SEND lead will meet with the Director responsible for SEND regularly.

## **Head of School**

The Head of School has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. They will work

closely the SENDCo, SEND Lead, Executive Directors, School Improvement Officers and will keep the Board of Directors fully informed on SEND issues within their schools through termly reports.

## **SENDCo**

In collaboration with the Head of School, the SENDCo determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and coordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs. When the SENDCo is not on site, parents, colleagues and visiting specialists are supported by other school staff.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy;
- Co-ordinating provision for SEND pupils and reporting on progress;
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review cycle;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Monitoring relevant SEND CPD for all staff;
- Overseeing the records of all children with SEND and ensuring they are up to date;
- Liaising with parents/carers of children with SEND;
- Contributing to the in-service training of staff;
- Being a point of contact with external agencies, especially the local authority and its support services;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan;
- Working with the Head of School and the Board of Directors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## **All Teaching and Non-Teaching Staff**

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND;
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the most frequently encountered SEND;
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment;
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, assess, plan, do, review cycle;

## **Meeting Medical Needs**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way using the appropriate paperwork. For those pupils with an Education, Health and Care Plan (EHCP) this format will be used as it brings together health and social care needs, as well as their special educational provision.

First Federation recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the Federation schools will comply with its duties under the Equality Act (2010). Please see the schools Medical Policy for further details.

## **Children in Hospital**

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals, e.g. medical agencies, hospital schools, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

## **SEND Information Report**

The First Federation schools will ensure that the SEND information is accessible on the school websites. The Board of Directors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **Monitoring and Accountability Accessibility**

The school is compliant with the Equality Act (2010) and Accessibility legislation. The Accessibility Plans for the First Federation Trust schools can be found on their school websites.

## **Storing and Managing Information**

Pupil SEND records will be kept in accordance with GPDR and the DfE guidance contained in

“Statutory Policies for schools” (2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

## **Responding to Complaints**

In the first instance, parent complaints about the provision of SEND should follow the procedures outlined in the Federation’s Complaints Policy.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

## **Review**

This policy will be reviewed annually.