



Special Educational Needs Policy and Information Report

Hellingly Community Primary School 2018-2019

At Hellingly Community Primary School the Code of practice is our floor not our ceiling. All children are entitled to quality first teaching. Children's barriers are identified, understood and teaching is differentiated and personalised to meet individual needs. We have high aspirations for all our children to reach or exceed their full potential.

| 1. About this report | Referenced in law and guidance |
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| <p>The Children and Families Act 2014 says 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 with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:</p> <ul style="list-style-type: none"> • Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities • The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report <p>This policy also complies with our funding agreement and articles of association.</p> <p>In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.</p> <p>We will review this report every year and will involve pupils and parents through questionnaires and meetings with pupils and parents. If you want to give us your views about the report, please contact the school office.</p> | <p>SEND CoP 6.81</p> |

2. Who do I contact? Their Roles and Responsibilities

If you are thinking of applying for a place, contact the school office on **01323 844346** and speak to member of staff in the office to arrange a meeting with the schools SENCO.

If your child is already at the school, you should talk to the child's Class Teacher.

Mrs Carolyn Andrews is the SENCO at Hellingly Community Primary School

Mrs Sue Ribbons is the schools Pastoral Leader and Inclusion Team

Mr James Gietzen is the SEND Governor

How to Contact: Through the school office

Best time to contact: Wednesday and Thursday

Roles and Responsibilities

The SENCO

They will:

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

The SEN governor

The SEN governor will:

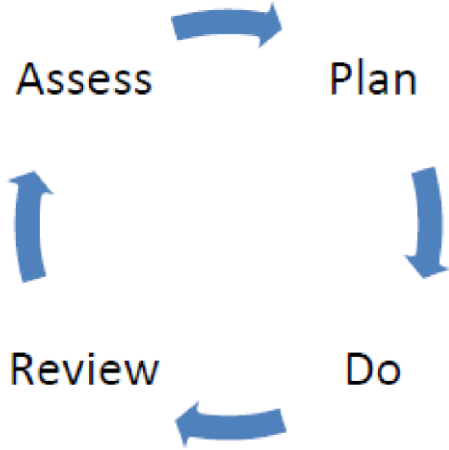
- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

- The head teacher will:
- Work with the SENCO and SEN governor to determine the strategic

SEND CoP 6.79
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| <ul style="list-style-type: none"> ○ development of the SEN policy and provision in the school ○ Have overall responsibility for the provision and progress of learners with SEN and/or a disability <p>Class teachers</p> <p>Each class teacher is responsible for:</p> <ul style="list-style-type: none"> ○ The progress and development of every pupil in their class ○ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching ○ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision ○ Ensuring they follow this SEN policy | |
| <p>3. Which children does the school provide for?</p> | |
| <p>We are a small, mainstream Primary School. We admit pupils from age 4 to 11.</p> <p>Hellingly Community primary School is an inclusive school. This means we provide for children with all types of special educational needs. If you want a 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 want 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"> ● Hellingly Community primary School admissions policy ● school admissions - East Sussex.gov.uk ● 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> | |
| <ul style="list-style-type: none"> ● Access to good/outstanding teaching and a curriculum adapted to individual needs. ● Monitoring of progress and new targets set. ● Awareness of individual needs and any adjustments that need to be made to ensure inclusion and progress. ● High quality planned intervention to ensure inclusion and progress. ● A clear SEND policy followed consistently in all classrooms. ● A team that coordinates all the support for children with special educational needs (SEN) and/or disabilities, to ensure all needs are met. ● Keeping you informed and involved in your child's education through three meetings a year called Structured Conversations. ● Working with outside services. ● Maintaining records. ● Support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to | <p>SEND CoP 6.79 bullet 5</p> |

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| <p>achieve their potential.</p> <ul style="list-style-type: none"> • Organising training for staff targeted to the needs of the school. • Ensuring SEND provision in school is effective to meet all needs. • Monitoring the SEND provision in school, including policies. • Ensuring your child achieves his/her potential in school.  <p>If the child is looked after by the local authority they will have an Additional Needs Plan. We will co-ordinate these plans and will involve parents and carers as well as foster carers or social workers in discussions.</p> | <p>SEND CoP 6.80 re looked after children</p> |
| <p>5. How does the school identify children's special educational needs</p> | |
| <p>We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes</p> <p>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. This can include a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.</p> <p>Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> • 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. | <p>SEND CoP 6.79 bullet 5</p> |

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given 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 child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data. Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

6. How does the school teach and support children with SEN?

- High quality teaching. All teachers at Hellingly Community Primary School are teachers of SEND
- Differentiated planning, tailored to meet the needs of each child, will include support, scaffolding and appropriate resources to meet you child's needs
- Support staff can implement the teachers modified or adapted planning to support
- Targeted interventions to support individual or small groups regularly monitored for evidence of impact

SEND CoP 6.79
bullet 7 The approach to teaching children and young people with SEN

- SENCO support to class teachers in teaching children with SEN through observations and feedback including feedback from outside agencies
- Pupil Progress Meetings every six weeks to monitor individual pupil progress and impact of support.

Example of some of the 'additional to and different from' provision

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| Targeted small group Maths and Literacy support in Key Stage 2 | Allowing children to be taught in a smaller class environment focusing on gaps of learning | Delivered daily each morning |
| Jump Ahead | Improves children's gross and fine motor skills regularly suggested by Occupational Therapists. | Delivered 1 to 2 times a week in a small group |
| 5 Minute Boxes | Focus on basic Phonic and number skills | Delivered daily 1 to 1. |
| Memory Fix | Improves children's short term memory skills | Delivered in a small group up to 2 times a week for 20 minutes. |
| Language Link | Following language Link assessment | Small groups delivered daily in Reception Class |
| Thrive | Following Thrive Assessment | Delivered weekly either 1 to 1 or in small groups when appropriate |

The Head Teacher, Deputy Head Teacher and SENCO monitor and support teachers and support staff to ensure good teaching through performance management meetings and regular observations of teaching.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level and make progress. This is called

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How adaptations are made to the

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| <p>'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review)</p> <p>The curriculum will be matched to your child's needs through:-</p> <ul style="list-style-type: none"> ○ carefully differentiated activities, tailored to individual needs ○ suitable grouping of children according to needs and abilities ○ an Individual Learning Plan that targets specific areas of the curriculum which require additional support ○ specialist resources which enable better access to the curriculum e.g. ICT programmes, published programmes, specialist reading schemes etc ○ specialist equipment which enables better access to the curriculum such as writing slopes, pencil grips, seating, coloured rulers etc. ○ teaching assistant support as needed ○ advice supplied by outside support agencies e.g. Speech and Language Support Service, ISEND and Educational Psychologist . ○ Teaching and Learning Policy <p>Parents will find information on the curriculum coverage for each year group on the class pages of our website.</p> | <p>curriculum and the learning environment of children and young people with SEN</p> |
| <p>8. How are parents and carers involved in reviewing children's progress and planning support?</p> | |
| <p>We are committed to working in partnership with parents and carers. We will:</p> <ul style="list-style-type: none"> ○ Have regard to the views, wishes and feelings of parents. ○ Provide parents with the information and support necessary to enable full participation in decision making. ○ Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. ○ Meet with the parents of children at least three times each year through Structured Conversations ○ Provide opportunities for parents to contribute children's Individual learning Plans and One Page Profiles ○ Provide an annual report for parents on their child's progress. <p>Each child has an Individual Learning Plan (ILP) which identifies short term outcomes for the child and additional provision in and out of class.</p> <p>The ILP's are reviewed by the class teacher and SENCO every 6 weeks. They are shared with parents and their views are recorded. Parents have the opportunity to discuss their child's progress against the ILP outcomes at Structured Conversation Meetings and by making an appointment with the Class teacher or SENCO.</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</p> |

A few children or young people who are falling behind or making inadequate progress may need extra, targeted school based support additional to and different from what is normally available.

In East Sussex an Additional Needs Plan is used when, despite the appropriate targeted support, a child continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Children with Education, Health and Care plans also have an annual review which forms one of the three reviews through the year.

should include the opportunities available to work with parents and young people as part of this assessment and review

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

Children's involvement in reviewing their progress and contributing towards the planning of their support is fundamental to ensuring the child makes good progress. This allows for a child centred approach to planning their support.

The table below summarises opportunities children have to talk about their learning.

| | Who's involved? | How often? |
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| Self-assessment | Pupil, class teacher | Daily |
| One page Pupil Profiles | Pupil and parent | Once a year |
| School Council | Class, class teacher | Termly |
| Pupil Voice | Pupil and Pastoral leader | At least once a year |
| Structured Conversations | Pupil, parents, class teacher supported by SENCO | At least three times a year |
| Annual reviews for EHCP | Pupil, parents, SENCO, class teacher 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 transitions can be difficult for a child with special educational needs and take steps to ensure that any transition is as smooth as possible.

- If your child is transferring from pre-school into the Reception class we:
- o gather information from your child's pre-school and special 'transition meetings' which include parents are arranged for those children transferring from pre-school who have significant needs. Parents are included in this meeting
 - o arrange home visits for those children starting Reception class who have

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

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| <p>significant needs</p> <ul style="list-style-type: none"> ○ arrange for the Reception class teacher to visit the feeder pre-school and talk to your child's key worker ○ consult with other people who have been involved with your child's education such as a speech and language therapist, the Early Years Help Service or Educational Psychologist ○ listen to what you have to say about your child and how best to help him/her settle into Reception class ○ arrange extra visits to the school/classroom if appropriate ○ arrange part-time admission in the first instance if thought to be appropriate ○ prepare any specialist resources prior to starting school. ○ put in place transition support if pupil transferring from another school (e.g. half way through the school year) to any year group in our school. ○ In school transition arrangements from class to class/key stage 1 to key stage 2 <p>If your child is moving to another school we:-</p> <ul style="list-style-type: none"> ○ ensure all records are passed on to the new school ○ make contact with your child's new school and talk to the SENCO and class teacher about how best to ensure a smooth transition ○ authorise your child's absence should you want him/her to enjoy a 'taster' day at his/her new school. <p>If your child is transferring to secondary school we:</p> <ul style="list-style-type: none"> ○ ensure all records are passed on to the new school ○ make contact with key staff at the secondary school (eg SENCO, head of year, head of pastoral care etc) and talk to them about how best to ensure a smooth transition ○ ensure your child takes part in the secondary school transfer programme and arrange extra visits to the school if appropriate ○ make/prepare any specialist resources prior to starting school such as photograph books, social stories etc ○ try to arrange any EHCP review meetings during Term4/5 prior to secondary transfer (in April/May) and invite colleagues from the secondary school to join us for the meeting. | <p>adulthood. As young 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 does school staff have?</p> | |
| <p>We have a programme of training and support for staff based on the needs of the pupils within the school and linked to the schools development plan. Staff attend more individualised training if they are supporting a pupil with a specific need.</p> <p>The SENCO, class teachers and/or teaching assistants have attended a variety of training courses recently including:</p> <ul style="list-style-type: none"> ○ differentiation of the curriculum, which means tailoring work to meet the individual needs of each child ○ safeguarding and child protection ○ dyslexia training for teaching assistants | <p>SEND CoP 6.79 bullet 9</p> <p>The expertise and training of staff to support children and young people with SEN, including how</p> |

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| <ul style="list-style-type: none"> o organising and running social skills groups o supporting pupils with ASD o Sensory Circuit training o Thrive Training <p>The SENCO has been awarded Postgraduate Certificate Special Educational Needs and Disability (National Award for SEN Coordination)</p> | <p>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 make sure 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 also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. https://parentview.ofsted.gov.uk/</p> <p>Ofsted report June 2016</p> <p><i>Leaders responsible for pupils who have special educational needs or disability ensure that appropriate provision is put in place and that work with outside agencies has a positive impact. As a result, this group of pupils are making good progress from their starting points. Parents who spoke to inspectors also confirm that this is the case.</i></p> <p>In the academic year 2017-2018, majority of our pupils with SEN across the school made progress from their baseline. At the end of KS2 33% of pupils with SEN met age related expectations in reading, maths and writing.</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> | |
| <ul style="list-style-type: none"> o The school site has wheelchair access to the main building and all the outdoor classrooms have ramps. o We have a disabled toilet suitable for wheelchair use o Visual timetables are used in all classrooms o After-school clubs are accessible to all children o We have access to a variety of support services who are able to advice on different needs and any associated difficulties with access arrangements <p>The Equalities Act states all schools should make reasonable adjustments and</p> | <p>n 69 Children and Families Act 2014</p> |

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| <p>provide auxiliary aids and services to prevent a disabled child being disadvantaged. https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx</p> <p>Link to</p> <p>Supporting pupils with medical conditions Policy (Link to Policies page) Accessibility Plan (Link to Policies page)</p> | |
| <p>14. How are children included in activities with other children, including school trips?</p> | |
| <p>Our general aim is for all children to participate in educational visits. Risk assessments are carried out for educational and residential visits and adjustments are made where required. Where appropriate, the Risk assessment would include a meeting with parents as well as taking into account any advice from other services involved with the child.</p> <p>On some occasions, an individual staff member may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.</p> <p>Please see Schools Accessibility Plan (Link to Policies page of website)</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>We are an inclusive school. We have a caring and dedicated staff team who ensure that all children are happy and work to the very best of their ability. In addition, your child will be supported through:</p> <ul style="list-style-type: none"> ○ a range of nurture groups including social skills and friendship groups ○ the provision of a lunchtime club for those children who are vulnerable at lunchtime and playtimes ○ Buddy system ○ a comprehensive behaviour policy which encourages and rewards positive behaviour ○ a zero tolerance approach to bullying and a robust anti-bullying policy which sets out clear procedures for managing any incidents of bullying behaviours enabling all pupils to feel safe ○ the use of Pupil Voice - an activity which seeks the views of pupils regarding schooling | <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</p> |

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| <ul style="list-style-type: none"> ○ access to outside services such as the School Nursing Service, Education Support Behaviour and Attendance Service, Educational Psychology Service, COPEs/CAMHS etc ○ E-safety policy ○ Follow E Sussex safety procedures ○ A Pastoral Support leader who delivers targeted support for children who have emotional and mental health difficulties through nurture provision and THRIVE. <p>We will monitor and review progress, with the child and parent, so that we can see good outcomes for them. We will do this as part of the SEN support planning cycle of assess, plan, do review.</p> <p>Children with SEND are safeguarded, including protection from bullying and support with relationships.</p> <p>The school may work with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services, Early Help services</p> <p>Link to policies: Behaviour and anti-bullying Safeguarding Supporting pupils with medical conditions.</p> | <p>children and young people with SEN and measures to prevent bullying</p> |
| <p>16. What specialist services does the school use to support children and their families?</p> | |
| <p>Currently we have teachers and teaching assistants with training or specialist knowledge in</p> <ul style="list-style-type: none"> ○ dyslexia ○ autistic spectrum disorder ○ sensory needs ○ Thrive <p>In addition, if a pupil's needs meet set criteria the school can access support from outside services, such as:</p> <ul style="list-style-type: none"> ○ Educational Psychologist Service (EPS) ○ Language and Learning Support Service (LLSS) ○ Speech and Language Therapy (SALT) ○ Child and Adolescent Mental Health Service (CAMHS). ○ Education Support Behaviour and Attendance Service (ESBAS) ○ Early Years Service ○ School Nursing Service ○ Service for Children with Sensory Needs ○ counselling services such as COPEs ○ Traveller and English as an Additional Language service (TEALS) | <p>SENd CoP 6.79 bullet 13</p> <p>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</p> |

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| <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>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p> | <p>supporting their families</p> |
| <p>16. Where can I get information, advice and support?</p> | |
| <p>The 'local offer' on the internet www.eastsussex.gov.uk/localoffer</p> <p>Parent information contact at school School Office 01323 844346 https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/</p> <p>School SENCO Mrs Carolyn Andrews Contact via the School Office Best time to contact Wednesday and Thursday</p> <p>SEND information, advice and support service 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>CoP 6.81 re local offer</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>Hellingly Community Primary School adhere to East Sussex County Council Policy and Guidance when a complaint is made.</p> <p>Our vision of Reach For The Stars underpins the complaints procedure; as each child is seen as an individual and any complaints made will be looked at on an individual basis.</p> | <p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about</p> |

The Complaints Procedure

- Write to the Headteacher
- Write to the Chair of Governors
- Write to the Clerk to the Governors, requesting that a Complaints Committee of Governors is formed
- Write to Children's Services at County Hall, Lewes.

If you are still not satisfied you should: Write to the Secretary of State for Education & Skills, or the local Government Ombudsman.

the provision made at the school