



Sutton Valence School

Little Lambs Nursery
littl lambsnursery.org.uk

Preparatory School
svs.org.uk

Learning Support Policy



This Policy applies to Sutton Valence School (including, as the context requires, the Little Lambs Nursery, the Pre-Preparatory School and the Preparatory School).

Policy under the Special Educational Needs and Disability Regulations (2014) and The Equality Act 2010

It is understood that the provisions SENDA introduced into the Education Act 1996 in relation to SEN in schools still remain in force under The Equality Act 2010. The New SEND Code of Practice 0-25 years (September 2014) is followed in Early Years until the term after a child's fifth birthday. Otherwise this policy does not follow the New SEND Code of Practice (CoP) precisely, but the CoP, along with the DfE Teachers' Standards 2010, are closely borne in mind in the preparation of this policy.

Sutton Valence Preparatory School is an independent co-educational school where all pupils are given the opportunity to develop their talents and personalities to the best of their ability. This includes pupils with learning difficulties and or disabilities (LDD) and those with education health and care plans (EHCPs). Such pupils have significantly greater learning difficulties which call for additional provision – learning support – to be made for them over and above that received by the majority of their peers.

The Special Educational Needs and Disability Act (SENDA) with Equality Act (EA) refers to disability as a limitation going beyond the normal differences in ability which might exist among people. This impairment must have a long-term effect on the pupil's education. EA (SENDA) requires schools to treat all pupils equally favourably. The responsible body under EA (SENDA), as it affects Sutton Valence Preparatory School, is the board of governors. This policy will be reviewed every year by the School's head of learning support (HLS) and senior management team (SMT) and any changes will be ratified by the board of governors.

Admission

Admission to the Preparatory School, other than from Little Lambs Nursery (N), is by an entrance test (undertaken during a taster day). This assessment may include tests which help to establish numeracy and literacy attainment levels and cognitive profiles. Previous school records are also requested. In the case of N, the EYFS framework stipulates progress checks from previous Early Years settings given between the ages of two and three and these should also be submitted to the School. If the pupil has joined at the age of two, the school will complete the necessary Progress Check once they are settled in accordance with the EYFS. A review of the pupil's progress will take place with parents and/or carers which might include the Head of Learning Support if required. For pupils joining in Year One the EYFS Profile assessment would be required. If a candidate for admission is known to have a specific learning difficulty (SpLD) or any disability, this should be stipulated prior to the taster day and indicated to the Admission Officer on the form provided. Parents are also asked to provide information about these identified additional needs in the form of an educational psychologist's report, specialist teacher's report or, if appropriate, a medical report where these exist. Any historical or current learning support interventions or emerging concerns about learning difficulties should also be communicated so that informed decisions and a complete understanding of the child can be

established and so that the child's needs can be met effectively from the start should they come to Sutton Valence Preparatory School.

Reasonable adjustments, as part of the admission process, will be made for the children as needed, in line with equality legislation, and where appropriate in the assessment process. Should concerns be raised on the taster day, parents may be requested to seek professional assessments to ascertain any specific needs so that informed consideration can be made as to the School's suitability to meet the child's needs. No prospective pupil will be refused admission solely as a result of his or her disability, provided that the School has a reasonable ability to provide for that candidate's needs.

The School will take all reasonable steps to avoid putting a pupil at any disadvantage during the admissions process. However, the School is not equipped, and the geography of its site may be unsuitable for pupils with the more severe physical difficulties. Similarly, the School may not have the expertise to assist with more serious learning difficulties. Under such circumstances it will be reasonable to advise parents that the School is unsuitable.

It is not the intention of (SENDA) EA that every school should plan to provide full access for the full range of disabled pupils.

Definitions

Defining Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. (p15 xiii)

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age.

The SEND code of practice now refers to the group of children who have SEN, but who do not require an EHC (Education, Health and Care) plan, as those receiving 'SEN support'.

Defining Learning Difficulties and Disabilities (EYFS and whole School)

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others at the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (p15 xiv).

A child does not have a language difficulty or disability solely because English is their second language.

Contact details

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Provision

Sutton Valence Preparatory School follows the guidance in the new SEND Code of Practice September 2014 to enable our pupils with special educational needs to reach their full potential, to be included fully and to promote equality of opportunity in the School community and to make the successful transition to their secondary phase of education.

Provision can be broadly identified within the following areas and is recommended or provided according to need:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (NCoP 6:36) High quality teaching and differentiation are the first fundamental levels of intervention;
- All early years education follows the safeguarding and welfare requirements of the EYFS and the learning and development requirements;
- Screening and identification;
- Setting for RWI in Year 1 and Boosters groups in EYFS and Pre Prep
- Numeracy and Literacy setting may be introduced in Year 3;
- Booster groups or individual or paired support;
- SEN groups, paired or individual support;
- Additional support in class and for reading by a shared TA, when possible
- Outside professionals as appropriate;
- Learning support list.

The School has a learning support list. Pupils are included on that list when the School has reliable evidence that they meet the criteria for LDD or SEN (NCoP 2014 p.15 xiii.) This will include the names of children whose progress is slow and specific areas of needs have been identified in either cognition and learning, communication and interaction, sensory and or physical needs and social, emotional and mental health. A LDD will have been identified, which is impacting on their learning, progress and ability to reach personal potential, despite differentiation and possible booster support to raise attainment. As a consequence, additional support is needed. These children are recognised as SEN. Children who receive a form of booster support are also added to this list but are not identified as SEN. Inclusion on this list ensures that progress is monitored, they are kept under regular review and teaching staff are readily informed that progress is of concern and additional strategies are needed.

Support at Sutton Valence Preparatory School is recognised by three specific categories.

In-Class Support

For some children with LDDs, a mainstream classroom setting will meet all their special educational needs; they will make good progress in the classroom, their needs being adequately addressed by normal differentiation. Consequently these pupils do not receive individual or group support and are not recognised as SEN.

Booster Support

Sometimes children may be of concern because there is a specific area of underachievement. This may be personal underachievement as well as underachievement in relation to the peer group. A concern may be raised by internal screening, parents and or teachers. There will

not be any definitive SEN identified at this stage and the child is deemed as an inexperienced learner. Some targeted group work, individual support or specific 1:1 classroom intervention is agreed to be beneficial to help remediate this learning weakness. The situation is monitored and if adequate progress does not follow, despite the boosted support, further internal or external investigation may be made and the child identified as SEN and placed on the learning support list as SEN. Children receiving booster support are not included in the learning support SEN figures as they are in a transitional and diagnostic stage of support and this is recognised as another form of differentiation. When the child makes good progress the support is ceased and the child is then identified as being monitored and is supported as needed in class to ensure that new levels of working are maintained. If a parent is unwilling to fund the support recommended, the child will still be recognised as being at the booster stage and progress monitored with the class teacher and Academic Deputy Head ADH/Head of Pre Prep HPP. Parents will be informed if concerns remain and further action discussed and/ or recommended.

SEN

This level includes children who are making little or no progress and are working at levels below that of children similar in age in any of the four areas of need: communication and interaction, cognition and learning, social emotional and mental health and sensory and or physical needs. Specific classroom, group or individual intervention is introduced. If a parent is unwilling to fund the individual support recommended or has a home tutor to support needs, the child will still be identified as SEN so that progress continues to be monitored within the learning support department and appropriate SEN information can be available for transitions.

Pupils who subsequently make satisfactory progress will not need to remain as SEN.

EHCP

An Education, Health and Care (EHCP) is a single plan which sets out how the health, care and learning outcomes of the child or young person with SEND are going to be supported. Children with severe and complex needs may have an EHCP issued by their local authority; the School then works with the relevant outside agencies to ensure the proper progress of these children, keeping their needs under review.

An EHCP application will not always lead to an EHCP.

A parent, professional working with the child such as a speech therapist or representative from a school may request an EHCP.

Once an EHCP has been sought the local authority has six weeks to agree to this. The maximum time for the whole process to be completed is 20 weeks.

On receipt or arrival of a child with an EHCP, the EHCP will be discussed with parents and relevant teaching staff in a meeting format and action for delivery of the statutory requirements explored, including the provision of support needed from external agencies.

The HLS then will co-ordinate and implement the necessary support and interventions according to the specified statutory requirements.

The child's targets and progress are monitored within the school system and SEN department (with at least weekly opportunities for communication with parents through email, phone call or meeting, depending on what is most suitable and agreed with parents). An open door policy also welcomes parental communication as matters arise.

Review meetings are arranged to discuss the EHCP, at least annually or as advised by the local authority following procedures outlined in the NCoP 2014.

Annual Review

These reviews are held annually with parents, LEA representatives and relevant tutors/teachers, SEN officer and/or outside agencies to review progress, targets and support as appropriate. Such invitations are made at least two weeks' before the review meeting.

The child also attends part or all of the meeting, appropriate for the child's age and needs. This is to ensure that the child, alongside the parents' views, are considered. The right to request a personal budget is also explained.

The written opinions of the child, parents, outside agencies and other relevant parties are formally sought prior to the meeting and then circulated to all parties who are invited to the review before the meeting. This information is used as the basis to discuss the child and review progress and target setting. Usually this is requested at least two weeks before the meeting. Health representatives are given 12 weeks' notice of any such review.

Variations in timescales are given when arranging the reviews and written opinions if the child/family have English as an additional language. This is also true when communication difficulties exist because of a sensory or physical impairment so that necessary inclusive arrangements can be made for the families to access the necessary verbal and written information.

The meeting must review:

- That all provision as specified is in place;
- The progress being made towards achieving the outcomes;
- What changes need to be made to the support provided to help the child achieve those outcomes.

Any disagreements are recorded on the annual review form.

The annual review form, summarising the outcomes of the review, recommendations and any other steps, is sent to the LEA and parents on completion within the specified time scale.

Identification

The School ethos engenders an environment in which all staff are alert to the signs of possible LDD and are able to share any concerns quickly and directly with the Learning Support department or via the Head or HPP. Parents are also encouraged to express their concerns, which is also a strong factor in realising the earliest possible identification of LDD. The learning

support department at Sutton Valence Preparatory School is committed to early identification and intervention.

Once a concern is raised, the HLS meets with the member of staff and a graduated approach is used: assess, plan, do and review. The HLS contributes, as needed, at this initial concerns stage to support the teaching staff within the classroom setting.

The outcomes from such action and reviews then inform next steps, whether this concern remains managed in class and progress is evident or needs formal referral, additional support and/or assessment. Outside agencies are involved as needed and with parental agreement.

Class/set teachers usually inform parents of initial concerns, unless routine screening has highlighted a child in which case the (HLS) approaches parents; both scenarios are followed by a meeting with the class teacher/set teacher and HLS to share concerns and to request permission for further investigation.

The following paths to identification exist: New entry:

1. Educational psychologist's report (EPR) or report from another suitably qualified professional, requested and submitted at the time of registration at Sutton Valence Preparatory School.
2. The ADH or (HPP) and the HLS will collate all existing information and arrange further assessment as needed. The pupil's name will be placed on the LS list if the pupil has been assessed as having SEN and if additional support is clearly needed to maintain progress. Sometimes a settling in period may be allowed before interventions are agreed with parents and then put into place and the child's name is added to the LS list at this point.

For existing pupils without any recognised SEN:

1. Concerns raised from screening (Language Link/ dyslexia screener/COPS/ LASS/NFERs/EYFS profiles/ baseline and/or phonic screening and class based internal testing). HLS then meets with class teacher (see below) and/or
2. Parental concerns are voiced. HLS then meets with class teacher or subject teacher and/ or parents (see below) and/ or
3. The teacher identifies weaknesses through in-class assessments, Progress Check aged two, EYFS profiles/baselines, observations and monitoring. The teacher and HLS meet if needed and the 'assess, plan, do, review' structure is used in class. If concerns continue despite interventions, a formal referral is made to the HLS and/ or
4. Concerns may be raised at weekly pupil briefing meetings, which require immediate follow up by HLS and/ or
5. Concerns regarding behaviour raised by Deputy Head or HPP may require investigation.

Once initial concerns have been raised the following may occur depending on the need, although not necessarily in this order or all of these steps. There may be a series of meetings between staff and /or parents to monitor progress and agree action.

Teacher and HLS meet to:

1. Discuss profile of child.
2. Agree observations as needed.
3. Consult about relevant screening, annual or termly tests performed on all pupils: such as Progress Check aged two, EYFS profiles/baselines, NFERs in Years 2- 6, AR and SWST.
4. Discuss relevant class-based approaches or intervention and differentiation already undertaken and support further possible action as appropriate: assess, plan, do, review.
5. Fix duration of the monitoring period. Class teacher to contact HLS depending on outcomes and or
6. Agree to meet parents and/or seek permission for investigation by HLS and/or offer booster support and/or
7. Agree to meet parents to recommend a referral to outside agencies such as an educational psychologist or speech therapist to help identify the nature of needs and more appropriate interventions.

Teacher, HLS and parental meeting to:

1. Explain areas of concern.
2. Explain action School is to take.
3. Solicit support.
4. Gain permission for further assessment if needed.
5. Open up chain of communication.
6. Recommend sight and hearing tests as appropriate.
7. Agree to meet once assessments undertaken or when the review period is over to agree further action.
8. Discuss possible interventions. Individual or group support may be offered with immediate effect if appropriate to help spur progress and development. A focus is made on the desired outcomes of such support.

Assessments

In consultation with parents, assessment will initially be done within the School; where it is considered necessary, pupils will be referred to appropriate external agencies for further investigation. Consideration is also given to additional short term factors which could be those affecting progress, such as social/emotional factors.

In the majority of cases assessment can be successfully done internally by the Head of Learning Support. Sources of information are as follows:

- Detailed checklist for teachers and parents to complete;
- Screening tests carried out on all pupils in specific year groups such as COPS/Dyslexia Screener/Languagelink;
- Additional tests carried out by the HLS or learning support team with parental permission.
- These may include:
 - BPVS;
 - NNAT;

- LASS;
- WRAT/ Neale/York Reading Test;
- Silent Reading Test;
- Digit Memory;
- Symbol Digit Modality test;
- Hedderley Sentence Completion;
- Hatcher Phonological Awareness;
- TOWRE 2
- TAAS auditory;
- TVPS/TAPS;
- PhAB;
- Canterbury and Thanet;
- Turner non-word decoding;
- Irlen Screening;
- Renfrew Tests;
- Phonographix Reading Readiness Score
- Classroom observation.
- Speechlink
- DynamoMaths Dyscalculia Test
- DILP One Minute Addition and Subtraction Tests.

Following assessment, parents will be consulted and given a summary of results, as appropriate.

Outside agencies, where necessary, may be called upon to provide further assistance in the assessment procedure such as:

- GP;
- Paediatrician;
- Consultants;
- Speech therapist;
- Occupational therapist;
- Physiotherapists;
- Counselling services;
- Specialist teaching services;
- Educational psychologist (EP);
- Clinical Psychologist
- Audiologist
- Optometrist or ophthalmologist;
- Behavioural Optometrist
- External Irlen screener.
- KCC Specialist Teaching and Inclusive services

The outcome of such assessment will probably fall broadly into one of these categories:

- ‘Classic’ dyslexia-type difficulty diagnosed, with short-term memory deficit and phonological difficulties as key factors in causing literacy skills to be weak by comparison with more general intellectual capacity;

- Indication of a difficulty, which does not fall into the above category;
- No significant difficulty diagnosed or suspected.

Children are monitored, offered booster support or identified as SEN depending on concerns or diagnosis.

A referral to EPs is usually made when progress is not being achieved despite interventions, at parental request, to diagnose dyslexia or other possible factors impacting progress, to conclusively establish a child's learning profile, for clarification of exam concessions or for providing updated information ready for senior schools.

All EP reports are conducted at the parents' expense

Parents are informed of NHS choices as well as private ones for medical referrals. Referral to speech and language therapists are made as early as possible in a child's school career. Parents are able to access a private speech and language therapists who comes into School weekly. Other private and NHS speech therapists are also welcomed to visit pupils in school for therapy as needed. In Little Lambs Nursery, children can be referred to Sure Start, as appropriate, unless private assessments are sought. Alternatively the HLS can also make direct referral to the NHS.

Should children join the school after a cohort has undertaken the routine screening programme, this will be undertaken separately alongside the initial screening which occurs for new pupils in their first term. Parents are informed of this initial screening in their acceptance letter.

Concessions

Examination concessions for internal examinations are discussed with the ADH prior to each examination period.

Concessions are implemented from Year 3; the use of separate rooms, readers and scribes are discussed on an individual basis and in relation to the assessments being undertaken. Parents are informed when such concessions are proposed.

Guidance for concessions is taken from professional reports, although some adjustments may be undertaken on a trial basis and with discussion with parents.

Tests are copied onto coloured paper as needed.

The ADH and HLS note the children who do not complete tests.

Concessions are requested for external examinations in accordance with the relevant regulations.

Records

Hard copies of relevant reports and records are held by the learning support department and the main office. Electronic copies are held on the School's intranet.

Support

The School aims to provide a positive and supportive learning environment using strategies which are particularly appropriate to pupils with SEN, but which benefit all pupils:

- Use of multi-sensory learning materials and teaching methods;
- Teaching of study skills;
- Appropriate use of ICT;
- A clear role for parents and appropriate outside agencies;
- Some pupils are encouraged to learn touch-typing.

Support for SEN pupils is directed to enable them to cope in the mainstream classroom and maintain 'adequate progress' (as a minimum), with the ultimate aim of becoming independent learners, as far as possible. Underlying all aspects of support provided by the School is the principle of a **graduated response**.

The main features of support offered by the School are as follows:

- LS list with key pupil needs identified;
- Pupil Top Tip list for staff updated and prepared for each new academic year;
- Summaries of profiles of children with SEN and additional needs accessible all year on a shared drive on the intranet;
- Shared new strategies and needs of individuals in staff meetings, as appropriate;
- Annual development plan;
- Regular meetings with staff to discuss pupils, targets and action points;
- Reference information of general features of specific SEN on the School's intranet;
- Learning support plan - this is prepared termly as a result of consultation between the pupil and their learning support teacher. Targets are communicated with parents and reviewed in the child's report;
- An IEP for children with EHCP will arise from a case conference, with parents, ADH or HPP, HLS, LS tutor and appropriate outside agencies.

Some parents choose to seek additional support out of the School, rather than within the School's LS department. These SEN children remain on the LS list so that they still benefit from monitoring and the wider support within School. In this way, transfer of SEN pupil information to a new school will also be readily available.

Differentiation

Sharing of expertise in teaching methods to facilitate differentiation within the mainstream classroom, which will enhance the LDD / SEN pupil's learning and access to the curriculum.

This may be done by any of the following:

In-class support as appropriate;

- Informal advice given to individuals and individual departments throughout the year. The following are examples of areas which might be covered:
- Multi-sensory techniques involving use of cards, colour etc;
- Specific teaching strategies to support individuals/ groups;
- Differentiation of homework;
- Recommending programmes to be undertaken in class setting;
- Recommendation of suitable equipment to accommodate needs;
- Use of the teaching assistant (TA) in the classroom;
- Support groups led by TAs.
- Revision and learning techniques;
- Note-taking techniques involving spider-charts, mind-maps, grids etc.
- Writing-frames;
- Appropriate use of oral language;
- Appropriate use of ICT;

Individual or small group lessons. These are:

- Delivered by staff in the LS department or TAs;
- Used to facilitate booster support in the form of small groups, by members of the LS team, Little Lambs Nursery team or TAs, in Pre-Prep and Prep, as needed, to enable early preventative intervention. Individual support is charged to parents;
- Given to pupils who, despite implementation of classroom strategies for differentiation (see above) and/ or booster group support still fail to make 'adequate progress' and or
- Given to pupils whose needs are, immediately on diagnosis or entry to SVPS, considered to be such that individual lessons are necessary;
- Summarised to parents by email to inform parents about work covered in individual lessons and homework (when paid individual support);
- Charged to the pupil's School bill at the appropriate rate. School group intervention taught by the LS department, Little Lambs Nursery team or TAs is not charged. Individual and group work with the speech therapist is a privately billed arrangement;
- Flexible. Sometimes children needing additional support can be supported together in pairs or more if their needs and working levels are similar and if such intervention would prove effective for all pupils;
- Individually tailored to the specific needs of the pupil(s) involved;
- Arranged, following consultation with parents, to occur in non-core subjects unless by agreement with parents and the ADH;
- Used by staff and pupils to support areas of concern in class;
- Used to pre teach vocabulary and concepts when appropriate.
- All children who are on the LS list receive booster or are SEN. Some may remain on the list to facilitate monitoring once progress has been made and they are no longer SEN or booster. Pupils are reviewed throughout the year by the ADH and HLS by reviewing internal assessments and screening, NFERs.

Any concerns raised may need more frequent monitoring, investigation, support or screening. Parents are informed accordingly.

Additional assessments are undertaken within the department to monitor or clarify progress as appropriate.

- Pupils receiving 1:1, group SEN or booster support receive a **termly report**. This should be:
- Written by the pupil's learning support teacher;
- Make reference to targets and outcomes agreed for the term;
- Be sent to parents as part of the pupil's termly report.
- Recorded as part of the Learning Support Plan.

Medical Needs

Arrangements are made for children with medical needs, as needed. There may be an individual healthcare plan. Any SEN is planned and delivered in a co-ordinated way with the healthcare plan. (Each medical need is considered as a separate case to ensure the suitability of this setting to meet the needs of the child. SVPS is committed to working closely with parents to achieve the best outcomes.)

The Pupil Voice

A child's opinion and perspective of their learning is welcomed.

Children are asked for their own evaluation of their progress when LSPs and IEPs are reviewed. Suggestions for new targets are also included at this time.

Traffic light coding or some form of self-evaluation may be used when work is completed.

Personal annual targets are sometimes considered for the child.

For children receiving Learning Support, opportunities are provided to share concerns, wishes and areas of strength at the start or end of term, in a review/questionnaire format.

Training

The School aims to ensure that all its teachers acquire a sound working knowledge of LDD and that this be applied to develop the potential of those pupils whom they encounter.

LDD / SEN is regularly included in

- Staff INSET;
- Staff meetings

The head of learning support trains staff as needed to deliver programs. This is especially needed for BEAM and screening programs.

The School publicises details of relevant one-day courses and is also prepared to offer financial support to teachers who might wish to gain a qualification in an aspect of LS teaching, such as those offered on a part-time or distance learning basis by Dyslexia Action.

Resources and Facilities

The School aims to provide all those resources, human and material, necessary to support the learning of children with LDD.

Staffing:

- Full time HLS, qualified specialist teacher, able to deliver DALP and screen for Irlen;
- Appropriately qualified/experienced specialist teaching staff for one-to-one lessons;
- ADH with the responsibility for the overview of LS within the School;
- The HLS is supported for up to three hours per week by the office as needed.

Learning support teachers share resources freely within the department and offer advice and or resources to other departments regarding suitable materials for LDD pupils as needed.

Some select resources are reserved for the department's use so that they are introduced in a structured setting first to maximise effective learning.

The department has:

- Assessment materials;
- Multi-sensory equipment;
- Numeracy and Literacy materials;
- Computer hardware and software in specialist rooms;
- Appropriate interactive software;
- Alpha smarts and four laptops (the effective use of these depends upon the acquisition of touch typing skills);
- Slopes, grips and booster seats.
- Equipment to develop fine motor skills.

Partnership

The School aims to work closely with parents in discussing concerns and seeking a way forward for the best outcome for their child. Parents are informed when needs are identified and listened to when concerns are raised by parents.

Parents are encouraged to work with the school by following up intervention in school with specific tasks provided by the LS department.

The School will provide information reflecting the following in EYFS as part of the local offer:

- implementation of the SEN policy;
- arrangements for the admission of disabled children;
- steps being taken to prevent disabled children being treated less favourably than others;
- the accessibility plan showing how access will be improved over time.

Sutton Valence Preparatory School EYFS will work co-operatively with the local authority and other local education providers in reviewing provision as needed.

The School aims to forge strong partnerships with parents and appropriate external agencies.

The department has a duty to co-operate with:

- Classroom teachers;
- Parents;
- Outside agencies.

For details of how this is done, see above under Identification, Assessment and Support.

Complaints Procedure

Any complaints regarding the learning support policy or the provision made for children with special educational needs should be addressed in the first instance to the subject or form teacher, as appropriate. If parents need further advice they are welcome to arrange a meeting with the SENCo. If there are any matters still outstanding they could then make an appointment to see the Academic Deputy Head or Deputy Head, as appropriate, and then the Head. Please refer also to the whole School Complaints Policy and Procedure, available on the website or from the School Office on request.

Author: J Whittome (Head of Learning Support)
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