

Tadcaster Grammar School 2018 SEND information report

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND>

March 2018

Click here to open Tadcaster Grammar School's SEND Policy – put link in here

This is what we provide in our school

North Yorkshire LA's minimum expectations of good practice

1 What kinds of SEN are provided for in your school?

The school provides for a range of SEND including:

- Dyslexia
- Developmental Coordination Disorder
- Dyscalculia
- Hearing Impairment
- Vision Impairment
- Speech & Language Difficulties
- ADHD / ADD
- Autistic Spectrum Conditions
- Emotional & Social Difficulties

Tadcaster Grammar School will work towards identifying a student who has any special educational needs through:

- The SENCo/Assistant SENCo or Learning Support Consultant working with the class teacher to carry out a clear analysis of a student's needs
- Drawing on teacher assessments
- Drawing on the experience teachers have in school with a student

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school and their attendance is compatible with the efficient education of others or the efficient use of resources, the CYP is welcomed and strategies sought to meet needs.

- Using observations
- Analysing prior progress and attainment
- Using school's core procedures in relation to student progress, attainment and behaviour
- Examining records from previous schools the student has attended
- Use standardised screening or assessment tools, if appropriate
- Looking at the student's development in comparison to their peers and national data
- Listening to the views of and experiences of parents, carers or guardians
- Listening to the pupil's own views
- Using reports and advice from outside agencies, where appropriate

The school takes regard of relevant legislation, including the Equality Act 2010 and the Special Educational Needs and Disabilities Code of Practice 2015 to ensure provision is relevant to students with special educational needs. School, working with individual students and parents/carers/ guardians can make a range of adaptations and adjustments to the school curriculum/environment to support students with special educational needs. These include:

- Providing additional support in terms of staffing to support access to the school environment and/or curriculum
- Reducing the curriculum to facilitate overlearning and the reinforcement of skills
- Providing a curriculum that includes a range of accredited courses at a variety of levels e.g. GCSE, BTEC, Entry Level Awards
- Investigating the need for and, where appropriate, purchasing equipment to facilitate access to the school environment
- Adapting the resources used in class to remove barriers to learning e.g. the use of buff rather than white paper
- Adjusting the location of lessons/exams to facilitate access,

<p>remove stress or provide a quieter/less distracting environment for learning (where supporting evidence justifies needs)</p> <ul style="list-style-type: none"> • Encouraging and support students with special educational needs to participate fully in the life of the school • Differentiation by: <ul style="list-style-type: none"> - type of task - by learning outcome - by time allowed • Use of different or additional <ul style="list-style-type: none"> - Resources - Interventions - Pastoral support - Strategies to those used for the majority of students 	
<p>2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?</p>	
<p>The SENCo, Assistant SENCo or Learning Support Consultant, along with your child's House Leader will be able to discuss your child's needs with you or refer you through to your child's designated Lead Professional – a member of our Care and Guidance Team. Parents can be informed of the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p> <p>Key staff in school are:</p> <ul style="list-style-type: none"> • Special Educational Needs Co-ordinator (SENCo) and Assistant Headteacher for Vulnerable Learners, Mrs M Carroll • Assistant SENCo, Mr R Potts • Learning Support Consultant, Mrs S Campbell • Student Development Centre Manager, Mrs K Baron • SEND Governors, Mrs H Smith and Mrs R Hennessy <p>House Leaders:</p> <p>Calcaria: Mr A Punt Dawson: Mrs C Kenny Fairfax: Mrs N Weatherill</p>	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.</p> <p>This should include:-</p> <ul style="list-style-type: none"> • details of any strategies being used to support your child in class; • details of any extra support or interventions for your child • your child's learning targets and their long term desired outcomes • the next date when your child's progress will be reviewed. <p>Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.</p>

Oglethorpe: Mrs L Solk
Toulston: Miss C Taylor
Wharfe: Mr P Betts

Behaviour Manager – Mrs J Hodgson

Behaviour Team:

Mr D Bass, Behaviour Support Officer

Mrs S Loaring, Administrative Assistant, Behaviour Support

Pastoral Officers:

Mrs C Egan, Calcaria, Oglethorpe and Fairfax

Mrs E Proctor, Dawson, Wharfe and Toulston

Mrs J Chauda, School Health and Curriculum Support Manager

Mrs V Hubbard, Pupil Premium Manager

Specific Learning Difficulties Lead: Mrs S Campbell

Teacher of Literacy and Reading Intervention Co-ordinator: Mrs R
Pechey

Teacher of Numeracy and Adult Literacy: Mrs R Miller

Teacher of Autism Lead: Mrs K Heneachon

Vocational Skills Co-ordinator: Mrs D Parker-Starbuck

All staff can be contacted via telephone: 01937 833466

Special Educational Needs are identified through:

- liaison with feeder primaries;
- receipt of transition information from the Local Authority;
- monitoring of progress data through trackers;
- Regular liaison with House Leaders and Faculty Leaders;
- feedback and referrals from teachers;
- feedback from teaching assistants;
- parents'/carers'/guardians' meetings;
- student self-referrals;
- Reading tests in Year 7 and 9

Please contact Mrs M Carroll (SENCo) at school if you require any advice or information regarding statutory assessment or alternatively contact the SENDIASS enquiry line 01609 536923 available Tuesday and Friday mornings from 9:30 am- 1pm. They can be contacted using the enquiry line 01609 536923 available on Tuesday and Friday mornings 9:30 am- 1 pm. SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

The school and Learning Support Team welcome contact from parents/carers/guardians.
The SENCo and/or Assistant SENCo are in attendance and available to meet parents, carers and guardians at:

- Open Evening for prospective Year 6 students
- Year 6 Induction Evening
- Year 7 Meet the Tutor Evening
- Consultation Evenings for all year groups

At Consultation Evenings, parents/carers/guardians of vulnerable students – both SEN and Pupil Premium are invited to book to see the SENCo and/or Pupil Premium Manager with an opportunity to ask questions or share concerns about their child and discuss provision. They are also invited to participate in review meetings..

Where students have an Educational Need or an Education, Health and Care Plan formal consultations take place annually in line with the Code of Practice. As a Centre of Excellence, TGS also offer at least one additional interim review.

Parents, carers, guardians are notified as early as possible if we have any concerns and there is always a willingness to listen to issues

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.

This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

On-going communication with school may include:

- regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes
- more regular meetings to update you on your child's progress and whether the support is working
- clear information about the impact of any interventions
- guidance for you to support your child's learning at home.

brought forward for discussion.

To facilitate the identification of and provision for students with special educational needs we:

- provide regular reports to parents/carers/guardians on their child's progress
- gain parental/carer/guardian consent before referring a student to others for support
- share information regularly with parents/carers/guardians through informal conversations, individual meetings and formal discussions
- issue invitations to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home
- inform parents/carers/guardians of the type, duration, location and timing of additional interventions along with the person delivering the intervention and intended learning outcomes
- provide copies of relevant target setting documentation used in school to support an individual student with special educational needs
- encourage parents/carers/guardians to engage with approaches and teaching strategies that are used in school
- encourage parents/carers/guardians to use SENDIASS if they wish.
- promote a culture of co-operation between parents/carers, schools, LAs and other agencies
- respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints
 - respect the differing needs of parents/carers (such as a disability or communication and linguistic barriers)
 - recognise the pressures a parent/carer may be under because of their child's needs
 - expect parents/carers to regularly communicate with school, alerting us to any concerns
 - expect parents/carers to fulfil any obligations under home-school agreements to support their child in school
- record the outcomes, actions and support agreed at meetings and

<p>sharing it will all relevant staff/agencies/parents/carers/guardians</p> <ul style="list-style-type: none"> • Keep school records up-to-date with any changes 	
<p>4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?</p>	
<p>School actively seeks the views and opinions of students and listens to any information given by them. We will take these into account in any matters affecting them, taking into consideration their age, maturity and capability.</p> <p>We encourage students to participate in their learning by listening to and taking account of their views ; involving them in the planning of their provision and associated target setting; making them aware of the targets agreed; reminding them of their targets; informing them of progress made; encouraging a positive attitude towards overcoming any difficulties; involving them in review processes.</p> <p>Students who have an Education, Health and Care Plan (EHC Plan) are formally consulted annually.</p> <p>We have a school council who meet regularly with the Headteacher and House Leaders</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible.</p>
<p>5. What arrangements are in place for assessing and reviewing children and young <i>people's progress towards outcomes</i>. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</p>	
<p>The SENCo, Key Stage 3, Key Stage 4 & 5 Directors o Learning, Subject Leaders and Faculty leaders monitor classroom practice/analyse student tracking data and test results for students with SEND</p> <p>The SENCo and Pupil Premium Manager monitors the progress of children looked after, including those with SEND</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets.</p> <p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a</p>

<p>SEND is part of our school self-evaluation arrangements and forms part of the School Development Plan</p> <p>School has a planned cycle of assessment and review that includes both students and parents/carers/guardians in the process. Additional meetings also take place for individual students with special educational needs to assess their progress, plan additional interventions/support and, following that additional work, review the impact and quality of them. As part of the review process parents/carers/guardians and students are invited to take part in these meeting so that further interventions/support can be put in place, if needed, in consultation with them.</p> <p>Student Profiles provide details of the special educational needs of a student and inform staff of strategies that are successful and to be used in addition was quality first wave 1 teaching methods. These documents are personalised and updated and help inform staff new to working with that student, particularly in transition from one phase of education to another.</p>	<p>period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>School has procedures in place to ensure that transfer arrangements between phases take place smoothly and are a positive experience for all our students. We liaise with receiving/forwarding staff for any children identified as needing additional or different provision to facilitate continuity of support taking account of Transition Plans and Personal Educational Plans; visit students with SEND in their setting prior to transition to gain valuable information about their needs and successful types of support; provide additional visits to school to facilitate a smooth transition; liaise with parents/carers/guardians to gain their views and support for the transition process; arrange personal supported visits to future settings to meet staff and to gain information; arrange additional career guidance to meet changing</p>	<p>Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.</p>

<p>needs/views; identify students who may need additional support and guidance with the options process</p> <p>All vulnerable students, including those with SEND or who are identified as Pupil Premium have additional interviews/support from a Careers Advisor.</p> <p>The Assistant SENCo carries out assessments and, together with the exams officer, makes arrangements for those students who may need exam access arrangements through their GCSE and A Level courses.</p>	<p>Tadcaster Grammar School has an Exam Arrangements Policy on the school website for further detail.</p>
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7. What is you School’s approach to teaching children and young people with SEN?

<p>The school employs staff experienced in supporting children with a range of special educational needs. Additional training is provided to keep staff up-to-date with the needs of students as they arrive in school. School adopts the Assess, Plan, Do, Review cycle of support to ensure any interventions/support are and remain appropriate. Within school, additional learning support for students with special educational needs takes the form of:</p> <ul style="list-style-type: none"> • Additional interventions both school based and those provided by outside agencies to support the acquisition of: <ul style="list-style-type: none"> - Literacy skills - Numeracy skills - Motor skills - Speech, language and communication skills - Social skills <p>High quality teaching and support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the</p>	<p>High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons</p> <p>Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:</p> <ul style="list-style-type: none"> • what interventions your child is receiving and what are the intended learning outcomes; • when during the week any interventions will be delivered and for how many weeks; • who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom) • how the interventions will relate to and support learning in the
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<p>impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>The Student Development Centre is a supportive centre in school for students with additional needs and is used during lesson time as well as before and after school. There is an array of activities and support offered during unstructured times of the day.</p> <p>The Learning Support Team and Student Development Team work closely together and act as additional staffing to facilitate access to the curriculum. This team includes specialist staff with additional levels of expertise to support vulnerable students, including those with special educational needs</p> <p>School works hard to ensure close home school liaison and can put in place additional regular communications facilitated with home by e.g. a home/school contact book.</p>	<p>classroom;</p> <ul style="list-style-type: none"> • how they will be monitored closely to make sure they are helping your child to make accelerated progress.
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8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

<p>Tadcaster Grammar School:</p> <ul style="list-style-type: none"> • provides high quality classroom teaching differentiated for individual students in a range of learning styles • holds high expectations and sets suitable learning challenges for each student using information from previous years/key stages • regularly reviews the quality of classroom teaching • takes steps to improve teachers' understanding of the different types of special educational needs • takes steps to extend teachers' understanding of the range of strategies that can be used to identify and support students with special educational needs • uses school based information on student progress alongside national data and expectations of progress • uses appropriate tools, where available, to support assessments and the identification of interventions/support • draws on outside agencies and/or professionals for more 	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.</p>
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specialised assessments

- includes students and parents/carers/guardians in information gathering and on-going assessments and interventions/support
- provides additional interventions/support for the development of skills to facilitate progress
- explores the need for access arrangements for exams and other formal assessments
- the school's provision map details the types of provisions that the school makes for students. The provision is, where possible, systematic in its approach and is mapped in waves, from wave 1 which is the most general provision to wave 3 where the interventions are used with only a few high need students. See SEND Policy 2018 for further information
- has named governors, Mrs H Smith and Mrs R Hennessy, who hold the school to account for making good provision for pupils with SEND
- Pastoral care forms an integral part of the work of Tadcaster Grammar School. All students are included in the year group and house system with a form tutor who they see daily and a House Leader, who provides additional support and guidance. Issues of bullying are dealt with promptly by staff, following the procedures laid out in school. In addition, staff monitor the well-being of students with special educational needs for signs of bullying or other issues that may go unreported by that student. Personalised provision is made to develop skills
- The school employs a Care & Guidance team to support in the emotional and social development of students. Direct support for students can take the form of: • a staff mentor or Lead Professional • a student mentor • The Prevention Service • outreach support by Enhanced Mainstream Schools (EMS) • specialist support from CAMHS team, Children's Social Care and range of outside agencies who will offer specific and target support of interventions

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

<p>School staff receive training appropriate to their role in school to ensure they have an understanding of a range of SEND and that they have strategies that they can use in school to support students with SEND. The school provides additional support within lessons in a number of ways including:</p> <ul style="list-style-type: none"> • In lesson, one to one or small group work facilitated by General and Advanced Teaching Assistants • In English and Maths lessons, support facilitated by specialist Literacy and Numeracy Teaching Assistants– as directed by the SENCo and in liaison with Heads of English and Maths. • For students with Autism, support is provided by designated teaching assistants who work within the Autism Team in school who offer a continuity of support and facilitate student inclusion within lessons. <p>School will consider involving specialists whether secured by school or outside agencies when:</p> <ul style="list-style-type: none"> • school needs support in the early identification of SEND • additional support is required to provide effective support or interventions • a student continues to work at a level substantially below those expected of students of a similar age despite appropriate interventions and support • additional equipment/resources are required that school needs support and advice to source. 	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
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10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

<p>Regular assessment takes place in school. This process can be used to help identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p> <ul style="list-style-type: none"> • 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 	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known</p>
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<ul style="list-style-type: none"> • Widens the attainment gap <p>Progress is also looked for in areas other than attainment e.g. wider development or social needs that would help a successful transition to adult life. The governing body will, on an annual basis, consider and report on the effectiveness of the work and any amendments that may need to be made to the SEND policy. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our provision. We continually review and report on the effectiveness of the policy.</p>	<p>as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
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11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

<p>Students with special educational needs are encouraged to make full use of all the facilities available in school in the same way as their peers without additional needs. Within the classroom adjustments are made regarding e.g. seating, proximity to the teacher, lighting depending on the type of need. Where required students are supported to ensure facilities can be accessed through e.g. additional staffing, alteration of location. Additional physical resources can be provided to ensure access to appropriate facilities if required.</p> <p>School provides a wide range of activities for all its students and all students, regardless of need, are encouraged to participate in these activities in a safe way. Within school students are supported to attend either before school, lunchtime or after school activities, when required. Additional support is put in place to facilitate access to off-site activities both day trips and residential ones. Extra groups are run particularly to support some students with special educational needs who benefit from smaller groupings to encourage participation and enjoyment.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>
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Tadcaster Grammar School believes it has a special duty to safeguard and promote the education of children in care some of whom may have SEND. The School understands the powerful role it can play in significantly improving the quality of life and the educational experiences of these students. The school focuses also on the educational, social and emotional needs of children in care (CIC) including strategies that may be deployed using Pupil Premium funding for CIC to make a positive impact on the educational attainment and progression of each child for which it is intended.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The school has a strong ethos of pastoral support and has robust systems in place which are accessible to all students, including those with SEND. Within the Learning Support and Care & Guidance Teams, the school employs specialist staff. All students identified as SEN or Pupil Premium have a Lead Professional whose role includes being a mentor whom they can meet on a regular basis. Some students participate in activities to learn and enhance their ability to socialise and understand social conventions that they will meet in society. Anti-bullying is incorporated into the whole school PSHCE&C programme and assemblies which have an anti-bullying message and focus on individuals' differences are delivered by House Leaders and SLT.

The Learning Support Faculty offers lunchtime clubs for more vulnerable learners. Students participate throughout the year in fund raising activities to support a range of charities.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

The school works closely with outside agencies as appropriate/required in meeting a young people's SEND and supporting their families. The

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and

<p>professionals used to support our students include: • Autism Outreach Team • LADO (Local Area Designated Officer) for Safeguarding and Child Protection Educational Psychologist • CAMHS (Child & Adolescent Mental Health Service) • Prevention Team • Parent Support Advisors • Physical Sensory and Medical Service to support pupils with hearing/visual Impairment • Children and Young Person’s Social Care • Speech & Language Therapy Team • Occupational Therapy • Healthy Child Team • ELAC Team for Children in Care • Young Carers • COMPASS • Selby Behaviour and Attendance Collaborative • Community Police.</p>	<p>local enhanced mainstream schools, to help schools to deliver appropriate support and interventions.</p> <p>Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.</p>
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14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.

<p>There is a designated governor for SEND in the school and complaints about SEND should follow the general complaints procedure. It is always best to approach the SENCo or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p> <p>The first action you need to take is to contact Mrs M Carroll (SENCo)/Assistant Headteacher: Vulnerable Learners and let the school know as soon as possible that you have a concern or a complaint and give the school the opportunity to investigate the matter properly. Most concerns or complaints can be sorted out this way. Remember, do not leave it too long to report your concern because it can be difficult to investigate something that happened some time ago. It is also helpful if you can provide a short written statement of your concern or complaint. This will help to avoid any misunderstanding and provides a written record of your concern or complaint. This is known as the “informal” stage and the school will do everything possible to address your concerns at this stage. If you feel that the SENCo has not resolved the issue you can now take the complaint through a formal procedure. All schools have in place a complaints procedure. This is a formal process</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
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which enables you and the school to address your concerns. Please refer to the General Complaints Policy and the General Complaints information Leaflet, available on the policies section of the school website or hard copies on request from school.