



Thorpe Acre Junior School

Learning, Working and
Succeeding Together

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Date of Ratification: Nov '15		Signed: <i>Jo Beaumont</i> Ms Jo Beaumont (HEAD TEACHER) <i>John Hallett</i> Mr John Hallett (CHAIR OF GOVERNORS)
Review date: Nov '16		Signed: Ms Jo Beaumont (HEAD TEACHER) Mr John Hallett (CHAIR OF GOVERNORS)
Review date: Nov '17		Signed: Ms Jo Beaumont (HEAD TEACHER) Mr John Hallett (CHAIR OF GOVERNORS)
Review date: Nov '18		Signed: Ms Jo Beaumont (HEAD TEACHER) Mr John Hallett (CHAIR OF GOVERNORS)

Safeguarding Statement

At Thorpe Acre Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thorpe Acre Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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Responsibilities

The Special Educational Needs and/or Disabilities Co-ordinator (SENDCo) is Miss Rebecca Crawley.

The Special Educational Needs and/or Disabilities (SEN/D) governor is Mrs Lorraine Gilmore.

The Designated Safeguarding Practitioners (DSPs) in school are Ms Jo Beaumont (Headteacher); Miss Rebecca Crawley (Deputy Headteacher and SENCo) and Miss Michelle Peel (Family Liaison Officer).

The member of staff responsible for managing Pupil Premium Grant (PPG) and Looked After child funding (LAC) is Ms Jo Beaumont.

The member of staff responsible for managing the medical needs of pupils is Mrs Lorraine Gilmore.

Section 1

Our Mission Statement

“At Thorpe Acre Junior School we aim for every child to become the best they can be with the skills, reason, sensitivity and tolerance to grow into an educated and caring individual ready to embark on the next stage of life’s journey. “

Thorpe Acre Junior School is a mainstream school in the Leicestershire local authority for children from year 3 to year 6. At Thorpe Acre Junior School we believe that every teacher is a teacher of every child including those with SEN/D. We are a fully inclusive junior school and adapt our curriculum accordingly to enable all children within our setting to have access to a broad and balanced curriculum.

This policy was developed in consultation with the Loughborough Development Group and had input from SEN/D Coordinators (SEN/DCOs) in over 16 local primary, secondary and special schools. When writing this policy we consulted a working party of parents and families and our school governors. We believe it reflects both our school’s dedication to children with SEN/D and the Code of Practice 2014.

Section 2

Aims and Objectives

Aims

We are an inclusive school and aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

Our aims are to:

- Provide children with high quality first teaching through regular training at staff CPD sessions
- Have high expectations that each child will reach his/her potential in all aspects of school life
- Develop independent learners who can transfer these skills to future life
- Educate pupils with SEN/D, wherever possible, alongside their peers in mainstream classrooms
- Assess pupil data regularly and provide appropriate support where it is needed
- Secure effective assessment and provision in partnership with parents/carers, children and external agencies.

Objectives

Our objectives are to:

- Identify and provide for pupils with SEN/D and additional needs
- Work within the guidance provided by the Code of Practice 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for SEN/D
- Provide a SEN/DCo who will work with the SEN/D inclusion policy
- Provide support and advice for all staff working with pupils with SEN/D

Section 3

SEN/D categories and Identification Process

The term 'special educational needs and/or disabilities' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. Thorpe Acre Junior School aims to provide support for children with SEN/D, sometimes with the help of specialists. If your child has SEN/D (s)he may need extra help in a range of areas, or in a specific area. This may include support with:

- Reading
- Writing
- Number work
- Understanding information
- Expressing themselves
- Understanding what others are saying
- Making friends
- Relating to adults
- Personal organisation
- Sensory needs
- Physical needs.

The SEN/D Code of Practice 2014 sets out four headings of need:

1 Communication and Interaction

- May have speech sounds difficulties
- May find it difficult to communicate with others
- May have difficulty understanding others
- May have an autism spectrum condition (ASC)

2 Cognition and Learning

- May learn at a slower pace than others of the same age

- May have a specific learning difficulty (SpLD) such as dyslexia, dyspraxia, dyscalculia

3 **Social, emotional and mental health difficulties**

- May show emotional difficulties such as withdrawn or challenging behaviour
- May have disorders such as, attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4 **Sensory and/or physical needs**

- May have a visual impairment (VI)
- May have a hearing impairment (HI)
- May have a multi-sensory impairment (MSI)
- May have a physical disability (PD)

Section 4

A Graduated Approach to SEN/D Support

Quality First Teaching

The teacher has the highest possible expectation for all children in the class and teaching builds on what your child already knows, can do and understand. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. If any member of staff working with a child identifies that they have difficulties in particular areas, that they find it harder than their peers to gain skills or knowledge or that they are not making the progress that is expected they will initially bring this to the attention of the class teacher. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have been identified as having gaps in their understanding/learning.

Thorpe Acre Junior School uses a variety of monitoring methods to promote and ensure quality first teaching including:

- Lesson observations
- Work scrutiny
- Planning scrutiny
- Skills audits
- Moderation
- Pupil progress meetings
- Learning walks
- Performance management.

The Graduated Approach
The process for implementing SEN/D support is in four stages.
<p>1. Assess</p> <p>We will gather information about your child's well-being, previous progress, motivation, attainment and learning from everyone involved with him/her to give us an accurate picture of his/her needs. This information gathering usually includes the child, teachers, SEN/D Co, parents/carers and any outside agencies (Health, Social and Educational).</p>
<p>2. Plan</p> <p>A Pupil Profile Plan (PPP)/ Individual Education Plan (IEP) will be written to outline what will be put in place in order to achieve specific targets or outcomes.</p>

The plan will include:

- Interventions/strategies that will be used to achieve specific targets and how they will be delivered
- Any focussed support from a teacher/teaching assistant
- Resources to support the IEP and to ensure access to the curriculum
- Suggestions about how the parent/carer and or pupil can contribute to the plan.

3. Do

The PPP/ IEP/ Small Steps Tracker is the working document to be used by all those supporting the child. The class teacher remains responsible for the child's progress and works closely with any teaching assistants, or specialist staff, to plan and assess the impact of support and interventions and how they link to classroom teaching. Adjustments and annotations will be made to the plan as necessary. If the child's class teacher has any concerns that the plan is not sufficiently effective the teacher will discuss this with the SEN/D Co and seek further advice.

4. Review

The effectiveness of the support and interventions will be reviewed at least termly. The impact and quality of the support will be measured and evaluated and the views of the pupil and their parents/carers will be sought. This will inform the next steps. The class teacher working with the SEN/D Co will revise the support in light of the pupils' progress and development. A decision will be made about any necessary changes, in consultation with the parent/carer and pupil, and the PPP/IEP/Small Steps Tracker will be updated to enable the child to achieve their next steps in learning.

Advice or assessment from outside specialists may be requested if more information is required. If the child continues to have significant difficulties, despite additional intervention and advice from specialists, this may indicate they have higher needs. If the child still does not make progress, despite the school having taken relevant and purposeful action over time, the school or the parent/carer can apply for an Education, Health and Care needs assessment.

Section 5:

Criteria for Exiting the SEN/D Register

Children may be removed from the SEN/D register based on their individual context and where they have:

- Made rapid progress and consistently achieved their targets
- Raised their attainment so as it is closer to age related expectations
- Closed the gap between themselves and their peers
- Resolved any concerns which were identified upon transition from the previous setting
- Demonstrated their disability no longer hinders their progress academically, socially and/or developmentally.

The process of being removed from the register will be done through a graduated approach and in consultation with pupils, parents/carers and relevant professionals. A letter of confirmation that a child will be removed from the register will be signed by the both the parent/carer and SEN/D Co. The child will continue to be closely monitored by their class teacher and the Headteacher at pupil progress meetings to ensure progress continues.

Section 6

Support

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and to increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEN/D is monitored through a number of processes which includes:

- Classroom observation which may be by the SEN/D Co, leadership team or external verifiers
- Ongoing assessment of progress made by pupils with SEN/D
- Work sampling
- Scrutiny of planning to ensure effective matching of work to pupil need
- Learning walks
- Teacher meetings with the SEN/D Co to provide advice and guidance on meeting the needs of pupils with SEN/D
- Pupil and parent/carer feedback on the quality and effectiveness of interventions provided
- Attendance records
- Behaviour records
- Pupil interviews
- Staff interviews.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the school's reporting system and also at events such as Pupil Led Conferences

Attainment of all pupils is tracked using the whole school tracking system and those failing to attain or to make expected levels of progress are quickly identified. The achievement of all pupils is discussed half termly during pupil progress meetings. These meetings are held between the class teacher and the Headteacher and/or between the class teacher and a member of the Senior Leadership Team and if appropriate, the pupil themselves.

As a result of these meetings additional action to increase the rate of progress for pupils who are not making the expected rate is identified, recorded and implemented. The impact of differentiated teaching will be assessed and, if required, additional strategies to further support the pupil will be provided to the class teacher.

If it is decided during this early discussion that special educational provision is required to support increased rates, improve attainment and accelerate progress parents/carers will be informed that the school considers their child may require SEN/D support and their partnership will be sought. Support may be provided in class, through intervention programmes, through booster sessions or with specific resources.

Action relating to SEN/D support will follow an assess, plan, do and review model.

1. Assess

Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions will be identified, recorded and implemented by the class/subject teacher with advice from the SEN/DCo.

3. Do

SEN/D support will be recorded on a plan that will identify a clear set of expected outcomes. These will include stretching and relevant academic and developmental targets that take into account parents'/carers' aspirations for their child. Parents/carers and the pupil will be consulted on the action they can take to support achieving the plan and the desired outcomes. This will be recorded and a review date will be set.

4. Review

Progress towards the outcomes will be tracked and reviewed termly with the parents/carers and the pupil

If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parental permission has been obtained and may include, amongst others, referral to:

- Specialists in other schools e.g. teaching schools, special schools
- Special Educational Needs Support Service
- Learning Support Service
- Specialist Teaching Service
- Speech and Language Therapy Service
- Autism Outreach Team
- Ashmount Outreach Support
- Oakfield Outreach Support
- ACS Behaviour Consultancy
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist
- Physical and Disability Support Service
- Supporting Leicestershire Families

- School Nurse.

In addition, the school will involve external agencies as appropriate including health; social services and community and voluntary organisations for advice on meeting the needs of pupils with SEN/D and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN/D support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of Education, Health and Care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

A child identified with SEN/D may require additional arrangements and adjustments, in accordance with national guidance, to enable them to fully access tests and assessments such as Key Stage 2 SATs. This may be in the form of a reader, a scribe, additional time or rest breaks.

Section 7

Parents/Carers

A child's education is a partnership between parents/carers and teachers and we encourage regular communication between home and school. Attainment towards the identified outcomes will be shared with parents/carers termly through feedback regarding SEN/D support reviews but also through the school reporting system and at Pupil Led Conferences.

If a child has complex needs (s)he may have an Education, Health and Care plan (EHCP). Parents/carers will be invited to contribute to a formal annual review to discuss their child's progress and be involved in deciding the next steps.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SEN/D Co, a member of the senior leadership team and/or the Headteacher at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The school's contact details are at the top of page 3.

Please take a look at the school website, www.thorpeacrejuniorschool.co.uk, which includes links to websites and resources that are useful in supporting parents to help their child learn at home.

The class/subject teacher or SEN/D Co may also suggest additional ways of supporting your child's learning. Where external agencies are involved, they may be able to suggest advice and strategies which can be used at school or at home. The school organises a number of parent/carer workshops during the year, which are advertised in the school newsletter and on our website, and aim to provide useful opportunities for parents/carers to learn more about how to support your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SEN/D Co who will locate information and guidance for you in this area.

Parent views

The school acknowledges the importance of parent and pupil voice, therefore throughout the process their views will be sought through questionnaires and discussion at review meetings.

Transition

A number of strategies are in place to enable effective pupils' transition which includes the following:

On entry

- A planned pupil induction programme, delivered in the Summer term, to support transfer for pupils starting school in September
- Parents'/carers' meeting at the school when parents/carers are provided with a range of information to support them in enabling their child to settle into the school routine
- Prior to entry the SEN/D Co will meet with all new parents/carers of pupils who are known to have SEN/D to identify concerns and solutions to any perceived challenges
- Immediately requesting records from the previous school if pupils are transferring from another setting.

Transition to the next school

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school
- The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding secondary school choice
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible
- Accompanied visits to other providers may be arranged as appropriate
- For pupils transferring to local schools, the SEN/D Co's of both schools will meet to discuss the needs of pupils with SEN/D in order to ensure a smooth transition
- The records of pupils who leave the school mid-phase will be transferred within five working days of the receiving school notifying us the child has been admitted.

Support services for parents of pupils with SEN/D include:

- Parent Partnership Services (PPS) offer independent advice and support to parents/carers of all children and young people with SEN/D. The nearest PPS can be located via www.parentpartnership.org.uk/ or via Parent Partnership Service 0116 305 5614 parent-partnership-service@leics.gov.uk
- The PPS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent supporters aim to provide guidance to parents regarding the EHCP process
- If parents/carers are unhappy with the Local Authority or school responses to their child's SEN/D, parents/carers may seek mediation from the regional mediation services
- If parents/carers disagree with the Local Authority's decisions about their child's SEN/D they can appeal to the Government's SEN/D tribunal. Parents/carers can also appeal to the tribunal if they feel the school or council has discriminated against their disabled child. Information on the Local Authority's Local Offer can be found at www.leics.gov.uk/index/children_families/local_offer.htm. Information on the school SEN/D Information Report can be found at www.thorpeacrejuniorschool.leics.sch.uk

Section 8

Monitoring and evaluation of SEN/D

We will gather information about the child's well-being, previous progress, motivation, attainment and learning from everyone involved with the child to give us an accurate picture of the child's needs. This usually includes the child, teachers, parents/carers and any outside agencies.

An IEP (or other working document) will be set up to target the pupil's individual needs. This will present specific targets for the child to work towards over a period of 8 weeks to a school term. Children with an IEP will receive individualised support from the class teacher, teaching assistant, or the SEN/D Co. The IEP will be reviewed at the end of the stated period by the child's class teacher, teaching assistant and the SEN/D Co. From this, a new IEP will be devised.

Parents/carers will be informed of their child's progress and informed of the new targets through information sent home each term. Parents/carers will be able to make an appointment, if required, to see their child's teacher and/or the SEN/D Co in order to discuss progress or the new IEP. In school, written records will be used as a working document (e.g. the 'Small Steps Trackers') to closely monitor the effectiveness of targeted intervention and progress made by the individual pupil. During termly pupil progress meetings, teachers will discuss the progress of SEN/D children with the Headteacher, senior leadership team and/or SEN/D Co.

Statemented children or children with an EHCP

Children who have a statement of SEN/D or EHCP will have an annual review in which parents/carers, teachers and other agencies (including health and social care professionals) will be invited to attend to discuss and review the progress of the child, set new targets and amend the statement/EHCP where necessary.

Evaluation of provision

At the start of a school year, provision for each child will be carefully mapped to enable individual needs to be met. Intervention programmes/groups will be evaluated through regular and frequent reviews of data to ensure provision is effective and impacting positively on children's progress.

Governors

The school will appoint a Governor responsible for SEN/D. Governors are responsible for ensuring the necessary support is made for any child who attends the school who has SEN/D. The Headteacher will ensure the Governing Body is kept up to date about any issues in school relating to SEN/D. The SEN/D governor will have regard to the Code of Practice when carrying out their duties, liaising with the Headteacher, SEN/D Co and staff.

Section 9

Training and Resources

Thorpe Acre Junior School receives an additional amount of money to help make special educational provision to meet children's SEN/D. This is called the "notional SEN/D budget." The government has recommended that schools should use this notional SEN/D budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN/D. If a pupil with SEN/D needs more than £6,000 worth of special educational provision, the local authority can be asked to provide top up funding.

Some students with an EHCP will be allocated a personal budget. A SEN/D personal budget is a sum of money made available by the Local Authority when it is not possible to meet the child's learning needs from the high needs funding made available to schools. It can be used to arrange and pay for some of the support agreed in the child or young person's EHCP. The amount that is allocated depends on the needs and outcomes identified in the plan, and can alter as the needs change.

Continual professional development (CPD) is promoted and the school recognises the need to train staff on SEN/D issues and to keep abreast of new initiatives and developments. Funding is made available for this. We aim to keep school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN/D. Training needs are identified in a variety of ways and may include a skills audit and performance management. A rolling programme of training is devised and delivered to meet these needs. As part of the induction programme all new staff meet with the SEN/D Co so that all are clear about the structures and systems in place around the school's SEN/D provision and practice and so as to provide an opportunity to discuss individual pupils' needs.

Our school operates the following training programmes:

- Regular and frequent CPD sessions relating to pupils with additional needs and classroom strategies
- SEN/D Co and/or Learning Support Staff attend training and disseminate to the rest of the school
- SEN/D Co attends SEN/D Co net meetings to be updated on important national and local initiatives and to provide an opportunity for SEN/D Co's to share good practice
- The SEN/D Co, with the SLT, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

Section 10

Responsibility for the Coordination of SEN/D Provision

See page 3 for named people and their specific responsibilities.

The SEN/D Co is responsible for overseeing the provision for students with SEN/D. The SEN/D Governor is responsible for ensuring there is a qualified teacher designated as SEN/D Co for the school. The SEN/D governor must also ensure that the school provides the SEN/D Co with sufficient time and resources to carry out their functions. They will work with the SEN/D Co to ensure the school meets its responsibilities under the equality act 2010, having particular regard to reasonable adjustments and access arrangements. They will also consider their strategic approach to meeting SEN/D in the context of resources available such as the pupil premium. They will carry out pupil and parent interviews to gather their views and report their findings to the governing body.

Section 11

Storing and Managing Information

The school's record keeping is in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN/D is recorded accurately and kept up-to-date. Provision Maps/ IEPs/Pupil Profiles provide accurate information to evidence SEN/D support

and impact. As these are working documents teachers need regular access to the pupils' SEN/D files. These are stored in a location to restrict access as appropriate. More detailed and personal documents are held by the SEN/D Co in a secure location.

When a child makes their transition to a new school, it is important that the information is passed on. The SEN/D Co is responsible for ensuring that this is done in a secure way and a receipt from the new school is sought.

Parents are entitled to view their own child's documents. All information must be kept confidential between all parties involved.

Section 12

Reviewing the SEN/D Policy

The SEN/D Co will review the SEN/D policy annually to ensure it complies with all current legislation and guidelines set by the Government. The Governors will discuss and ratify the policy.

Section 13

Accessibility

When a child starts our school, any concerns around their ability to access the site, educational provision or learning are discussed with the child, their parents/carers, teachers and other relevant professionals. Facilities currently in place are:

- The main building is accessible through the classroom at the back of the school
- Accessible toilets on the ground floor.
- The dining room is fully accessible on the ground floor.

All children, if needed, can have access to a variety of resources such as pen/pencil grips, coloured overlays, highlighters and visual prompts on desks and classroom walls. Additional aids such as writing slopes and spellcheckers are available as necessary. Alternative forms of recording are encouraged such as mind maps, oral presentations and IT. Written information can be provided in preferred formats to enable everyone to access it.

Pupils are encouraged to access the wider life of the school community. Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a risk assessment suggests that additional support is required then arrangements can be made for a TA, parent/carer to accompany the child in addition to the usual school staff. Individual needs can be discussed with the SEN/D Co.

If needed, various outside agencies will be requested to assist in assessing the needs of pupils to ensure they are able to access the school and learning to the best of their ability. Advice from a range of outside agencies, such as Occupational Therapists; Physiotherapists; Health and Safety personnel at County Hall and the Specialist Teaching Service, is sought to enable this to happen.

Our school has an open door policy however it may sometimes be necessary to make an appointment to ensure the person you wish to meet with is available. Should parents/carers require information about accessibility to the grounds and/or curriculum they can make an

appointment by calling our school office to arrange a meeting. Details are on page 3. For any other information please refer to our accessibility plan.

Section 14

Bullying

As a school we take steps to ensure and mitigate the risk of bullying of vulnerable learners. The SEN/D Co oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The safeguarding of all pupils within the school is the responsibility of all staff.

We recognise that children with SEN/D may be more susceptible to bullying and we take many steps to prevent this. We also help all of our children, including those with SEN/D, to develop socially and emotionally through the use of:

- CPSHE curriculum – following the school's CPHSE scheme and promoting TAJ values alongside British values
- Social and friendship groups
- A named adult in school that is available for children to talk to
- Assemblies
- Participating in national anti-bullying week.

If parents have any concerns in relation to bullying please see the school's Anti-Bullying Policy which is available from the school office or on our website.

Section 15

Dealing with Complaints

We recognise that from time to time parents and carers may have concerns. We encourage parents/carers to tell us so that we can endeavour to resolve the situation or provide further information. We ask that parents/carers always contact the class teacher in the first instance to discuss things. The parents' charter states: "It is always best to speak to your child's teacher about any problems as soon as they arise. They can often be sorted out very simply."

It is very important to be clear about the difference between a concern and a complaint. Taking informal concerns seriously at the earliest stage will reduce the numbers that develop into formal complaints. The SEN/D Co, class teacher, Headteacher and SEN/D Governor can be contacted to discuss any concerns.

Please see our Complaints Policy which is available from the school office or on our website. The Parent Partnership Service is available to support parents if necessary when dealing with complaints, appeals or general advice www.iassnetwork.org.uk/find-your-iass/east-midlands/leicestershire/.