

# SEN Information Report



King's Meadow  
Academy

2022-2023

SEN Information Report  
Kings Meadow Academy

*Kings Meadow Academy is an inclusive mainstream school. This policy was agreed by governors on :09.12.21*

The school works with due regard to the following guidelines:

[The Special Educational Needs and Disability Code of Practice: 0 to 25](#)

[Schedule 1 of the Special Educational Needs and Disability Regulations 2014](#)

[The Equality Act 2010](#)

[Section 69\(2\) of the Children and Families Act 2014](#)

Aims of our provision in regards to pupils with special educational needs and/or disability

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  - Communication and interaction,
  - Cognition and learning,
  - Social, mental and emotional health,
  - Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What is a special educational need (SEN)?

*The school works with due regard to the ‘SEN Code of Practice 2015’ and ‘Children and Families Act 2014’ which state that:*

□

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age.
- 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

A child under compulsory school age has special educational needs if they are likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

What is a disability?

*The school works with due regard to the 'The Equality Act 2010' which states that:*

A person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; sensory impairment such as those affecting sight or hearing; long term health and medical conditions including epilepsy; diabetes; cancer; more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

The kinds of special educational needs (SEN) for which provision is made at the school.

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does school know if children need extra help?

At Kings Meadow Academy, class teachers make regular assessments of all pupils. Half termly pupil progress meetings support this progress and ensure regular discussions take place. Children are

□

identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing significantly below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance, if children are struggling to develop age appropriate skills.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Use of tools for standardised assessment or screening, or attainment tracking indicates lack of expected rate of progress.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

How do parents and carers raise concerns if they need to?

- By speaking to school – contact the child's class teacher about concerns initially. This may then result in a referral to the school SENCo (Special Educational Needs Co-ordinator) Mrs Robinson 01977 617470. Parents may contact the SENCo or head teacher directly if they feel this is more appropriate.

If a child has needs which are *in addition to* or *different from* the majority of the cohort they will be added to the SEND register and a learner profile will be created collaboratively, in a short meeting between parent(s) or carer, child (if age appropriate) and teacher. All parents will be listened to, their views and aspirations will be central to the assessment and provision that is provided by the school.

- The class teacher will meet with parents/carers and child (age appropriate) formally on at least a termly basis (this could be part of Parent's evenings or separately), in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss pupil's needs, if parents/carers have questions or concerns between more formal meetings, please speak to them directly to arrange this.
- An appointment can be made with the SENCo to discuss support in more detail if required.
- Learner Profiles and Supporting Me To Learn Plans will be created together with parents/carers and child (age appropriate).

How does school consult and involve pupils and parents/carers?

The school uses pupil centred profiles which are based on pupil voice, where age appropriate children complete these along with support from parent and teacher, for younger children parents and teacher will complete them with collaboration and input from the pupil.

Parents meet with teachers on at least a termly basis to ensure that:

- Everyone understands and acts on the child's own views
- Everyone develops a good understanding of the pupil's areas of strength and difficulty

□

- School understands parents' concerns and takes them into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Children who have Learner Profiles, Supporting Me To Learn Plans or My Support Plans discuss their progress and targets when these are reviewed (age appropriate), at termly learning conversation meetings.

If children have an EHCP, their views will be sought before any review meetings and may attend the meeting (as is age appropriate).

How are pupils with SEN taught in school?

'Quality First Teaching' is an entitlement for all children and the school is constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. Teaching and learning is targeted to meet individual need. This is called personalised learning.

Where need is identified, we will also provide small group or individual interventions or catch-ups.

Interventions and catch-ups are agreed and reviewed at pupil progress meetings, class teachers are responsible and accountable for the progress and development of all the pupils within their class.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- Classroom observation by the senior leadership team, the SENCo, external verifiers,
- Ongoing assessment of progress made by pupils with SEND,
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- Pupil and parent feedback on the quality and effectiveness of interventions provided,
- Attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.

Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

□

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEN support will follow The graduated approach of 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/SENCo in order to make an accurate assessment of the pupil's needs. Parents 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 and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

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

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

How is pupils' progress assessed and reviewed?

The school has a rigorous programme for assessing all pupil's learning. We follow the graduated approach and the four-part cycle of assess, plan, do, review. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a daily/regular basis to ensure that the opportunities presented to children are appropriate and give them the chance to succeed. The same systems and procedures are in place for children with special educational needs. In some instances additional assessments may be appropriate for children with special educational needs in order to determine their strengths and areas for development. We hold half termly pupil progress meetings to review progress and look at next steps.

For children who require additional support the teacher will complete a Learner Profile with the child, this will be used to ensure that the child is appropriately supported by anyone working with them.

For some children it might be necessary to consult with external agencies, these children will have a Supporting Me to Learn Plan, (which sets specific termly targets).

For some children in school who require high levels of support and outside agency involvement, it may be appropriate to initiate a My Support Plan. This clearly articulates the level of support required, outside agency advice and any intervention needed. This is reviewed termly with parents and agencies.

□

For a very small percentage of pupils, whose needs are significant and complex and the SEN 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 (EHC) plan being provided.

If a child is not accessing the National Curriculum at an age appropriate level, an alternative assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. We use Wakefield Progression Steps. At the end of KS1 and KS2, children may be assessed on P-levels or PreKey Stage Standards.

How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents

- Termly through feedback regarding SEN support reviews □ Through the school reporting system □ Through parents' evenings.
- Parents and teachers are strongly encouraged to maintain an ongoing dialogue.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team 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 on 01977 61747 who will arrange this appointment for you.

How will parents be helped to support their child's learning?

- Please look at the school website. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents 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 SENCo who will locate information and guidance for you in this area.

How is the curriculum and learning environment adapted to meet needs of all children?

We make adaptations and reasonable adjustments to meet the needs of our pupils wherever possible through:

- Differentiating our curriculum, teachers planning to ensure all pupils are able to access it, for example, by adapting our resources and staffing; grouping, 1:1 work, teaching style, content of the lesson, etc.
- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. □ Providing sensory breaks/time out.

How is additional support provided for learning?

□

We have a number of teaching assistants in school who are trained to deliver interventions and catch-ups and support children with their learning within class. Some support is required on a 1:1 basis but also small group and specific support within whole class learning.

We also have learning mentors who provide support and interventions around social, emotional and mental health needs, including self-esteem, self-regulation and positive behaviour, they engage in direct work with children and families.

We work with a range of agencies to support us in identifying and providing necessary support including:

- WISENDS, comprising:
  - Communication and Interaction Advisory Team
  - Learning Support Services – for pupils with cognition and learning needs
- Educational Psychology Service
- Sensory Services for pupils with visual or hearing needs
- Physiotherapist Services – for pupils with Physical needs
- School Nursing services
- Children's First Hub
- Children's Social Care
- Speech and Language Therapy (provided by the NHS)
- Occupational Therapy (provided by the NHS)
- Wakefield local offer - WESAIL – provided by family action
- NSPCC
- Healthy schools
- GPs
- CAMHS (Child and Adolescent Mental Health Service)

We work closely with outside agencies to determine what equipment is needed and they support in securing funding as appropriate.

How are staff trained to support children?

Our SENCO is accredited and a member of the Senior Leadership Team. We recognize this is a key role within school. Teachers and Teaching Assistants receive regular training on INSET and staff meetings. Some members of staff have training from outside agencies in specific areas to support identified children. The school operates an internal training programme. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a weekly basis. Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

As part of the Waterton Academy Trust the SENCO attends network meetings with all other SENCOs in the trust and shares good practice and ideas.

In the last two years school staff have received a range of training

- How to support pupils with specific learning difficulties (Learning Support services)
- How to support pupils with behavioural difficulties, (Team teach)
- Attachment difficulties (Educational Psychology Team.)
- How to enhance the school environment to promote good speech, language and communication



□

- Launchpad for Literacy – supporting speech, Language and communication needs in the Early years Foundation Stage.
- Well Comm toolkit training, Improving communication skills from the very beginning
- Read write Inc 1:1 catch-up provision

Specialist training has been provided to the SENCo on:

- The National SEN Coordination award.
- Authority specific SENCo training 'The nuts and bolts of being a SENCo in Wakefield'

The school has regular

visits from: SEN

specialist teachers,

- Educational Psychology Team,
- WISENDSS – including Learning Support Service, Communication Interactions and Access team and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils.

NHS Speech Language Therapist visits regularly to assess, plan and deliver support for targeted pupils. NHS Physiotherapy and Occupational Therapist visit regularly to provide targeted support and programmes for individuals.

- The Governor with specific responsibility for SEN has completed the SEN Governor training.

How is the effectiveness of SEN provision evaluated?

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as OFSTED We evaluate the effectiveness of provision for pupils with SEN by:

- Holding ½ termly pupil progress meetings
- Reviewing pupils' individual progress with pupil and parents termly
- Monitoring by the SENCo/SLT
- Holding annual reviews for pupils with EHCPs

How do we support and improve emotional and social development? (*Including positive behaviour, avoiding exclusion and improving attendance?*)

We are an inclusive school that holds a child's holistic emotional development as a priority.

Our robust behaviour policy is underpinned by our nurturing approach. The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum which aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified on the nurture provision map and aim to support improved interaction skills, emotional resilience and well-being.

□

- The school has a positive behaviour policy. If a child has significant difficulties with behaviour, a Learner Profile and possibly a Supporting Me to Learn Plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. A risk assessment is also applied where behaviours pose a risk to the child themselves or those around them.
- The school currently has Learning Mentors who work with children individually or in small groups to aid their self-esteem, self-confidence and self-regulation using strategies and interventions which they have been trained for.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the head teacher or SENCo and the class teacher they are assigned to.
- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the Attendance officer. Lateness and absence are recorded and reported to the Headteacher who may involve the Early Help Assessment Team or Children's Services if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually and prizes for those with good attendance.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. This includes the Waterton Trust EWO (Education Welfare Officer).

How are pupils supported when moving between phases?

- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- 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 SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.
- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
  - For children with more complex needs, an EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
  - Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher

□

- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

How do we ensure that activities are inclusive for children with SEN?

We encourage and support pupils to engage in all activities, working with parents and professionals to do our best to ensure all children are included fully and have the same opportunities.

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

How accessible is the school environment?

- A chair lift by the school hall allows full access across KS1 and KS2
- Exterior ramps are in addition to steps to make reception fully accessible.
- There is a fully accessible toilet in reception area for visitors with a disability.
- There is an assisted accessible toilet and changing room available from both KS areas.
- A medical room is available in order to enable a safe place for insulin testing/injections.
- A Nurture Room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- A soft space calm room has been developed to create a safe space for pupils in crisis. A provision room provides sensory activities and a safe learning environment for children who are unable to access mainstream class full time.

□

- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information this is available via the school website.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
- The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
  - Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. Ipad linked to smartboard, different recording strategies, additional time etc.)
  - In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
  - Out of class support (relationship building, social, emotional skill development)
  - Small group tuition to enable catch up (pre-teaching subject or targeted at additional need)
  - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
  - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)
  - Partnership working with other settings (shared resources e.g. Parent Liaison Worker; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.)
  - Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience)
  - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
  - Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Barnardos).
  - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support
- In addition:
  - The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
  - If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

□

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, classteacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member,
- During parents evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher,
- For complaints, please contact the School Governor with responsibility for SEN. Their name is Gareth Mann-Tighe. They can be contacted via school 01977 617470, or by email [governors@waterton.wakefield.sch.uk](mailto:governors@waterton.wakefield.sch.uk)

Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Information on where the Local Authority's Local Offer can be found.

<http://wakefield.mylocaloffer.org/Home>

For mediation and on mediation and conflict resolution services:

<http://wakefield.mylocaloffer.org/wakefield-early-support-advice-information-and-liaison-service-wesail>

## References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Supporting pupils at school with medical conditions Sept 2014. Local Offer: Framework and Guidance4gj

What is the school's complaints procedure?

The school adheres to the Waterton Academy Trust complaints policy which can be found at:

<https://watertonacademytrust.org/>

It is the school's intention to resolve all concerns swiftly and amicably, but in the event of any difficulties, the school will ensure that:

□

- Parents are able to bring any concerns to the attention of the Class Teacher and or the SENCO / Head teacher
- If the concern is not resolved and the parent wishes to pursue the matter further, the school will ensure that parents are aware of the LA's SEND disagreement resolution service. Further information about this process is available from the LA and the Parent Partnership Service.