

Policy Ref:
Student #012



Special Educational Needs & Disability (SEND) Policy

Statutory?	Yes
Date Approved	October 2024
Approved By	FGB
Review Date	October 2025



Contents

Context	3
Policy Statement	4
Introduction	4
Ethos Statement	5
Admissions	5
Aims & Objectives	5
Definition of SEND	6
Areas of Special Educational Need	6
Cognition and Learning	6
Social, Emotional and Mental Health Difficulties	7
Communication and Interaction needs	7
Sensory and/or Physical needs	7
A Graduated Response to SEND	7
Early Concerns	7
How we identify and support pupils with SEND	8
Assess, Plan, Do and Review	8
Exit Criteria	9
Statutory Assessment of Needs (EHCP)	9
Monitoring and Evaluation of SEND	9
Supporting Pupils and Families	9
Children in Care	10
Pupil Voice	10
Partnership with External Agencies	10
Transition	10
Training and Resources	11
Continuing Professional Development (CPD) for Special Educational Needs and Disabilities	11
Funding in Schools	11
Roles and Responsibilities	12
All Teaching and Non-Teaching Staff	13
Meeting Medical Needs	13
SEND Information Report	14
Monitoring and Accountability	14
Storing and Managing Information	14
Responding to Complaints	14

Context

This policy was developed in consultation with parents/carers, staff and pupils of the school community and pays due regard to:

- The SEND Code of Practice: 0 to 25 years, January 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act 2010: advice to schools DFE
- Statutory Guidance on Supporting pupils with medical conditions September 2014
- Accessibility Plan
- Safeguarding Policy
- Teachers Standards 2012

Governor responsible for SEN: Mrs Gillian Matthews

Wiveliscombe Primary School: Headteacher – Mrs Lucy Crowe

SENDCo: Mrs Emma Dickinson

(SENDCo The Paddocks Nursery & Pre-School: Mrs Michelle Salter)

SENDCo Qualifications:

Emma Dickinson

BEd (Hons) Primary Education with Physical Education

MEd Education

NASENDCo PG Cert (Pending final assessment in September 2024)

Contact details: office@wiveliscombprimary.com

This policy will be reviewed annually

Policy Statement

As Wiveliscombe Primary School has direct management of the Paddocks Nursery & Pre-School, where "school" is used in the policy below, this can be substituted for "Nursery" for Paddocks staff.

Introduction

This policy describes the values we hold and the arrangements we make for children with special educational needs and disabilities at Wiveliscombe Primary School and The Paddocks Nursery & Pre-School.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the staff, governors and Headteacher of Wiveliscombe Primary School and The Paddocks Nursery & Pre-School.

The day-to-day operation of the policy is the responsibility of the Headteacher/ Special Educational Needs Co-ordinator (SENDCo). The Governing Body, Headteacher/ SENDCo will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Wiveliscombe Primary School and The Paddocks Nursery & Pre-School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school/nursery are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school/nursery.

The staff and governors of Wiveliscombe Primary School and The Paddocks Nursery & Pre-School will also work to ensure that all SEND pupils reach their full potential, are fully included within the school/nursery community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school/nursery approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that:

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school/nursery responsibility requiring a whole school/nursery response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school/nursery, parents/carers, pupils, children's services and all other agencies.

Ethos Statement

At Wiveliscombe Primary School and The Paddocks Nursery & Pre-School, we aim to support individual needs to enable all children to reach their full potential. We recognise and value the needs of the whole child. We aim to raise the expectations and aspirations of all pupils including those with Special Educational Needs and Disabilities. The child needs to be at the centre of this practice with parents, teachers and outside agencies (when needed) all working together to ensure our provision within the school/nursery supports the child and ensures that clear outcomes are identified.

Admissions

At Wiveliscombe Primary School and The Paddocks Nursery & Pre-School, no pupil will be refused admission on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Parents and carers seeking admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place.

Aims & Objectives

To provide the structure for a pupil-centred process that engages pupil, family, school/nursery and other professionals in planning for and implementing high quality, needs led provision that is consistent across the setting. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

The SEND Policy of Wiveliscombe Primary School and The Paddocks Nursery & Pre-School reflects the principles of the 0-25 SEND Code of Practice (2015). The aims of this special educational needs policy are to:

- Identify pupils with special educational needs or disability as early as possible and ensure their needs are met.
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- Take into account the views of the pupils with special educational needs,
- Ensure that all learners have equal access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs and abilities,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Employ a collaborative approach with learners with SEND, their families, staff within the setting, other external agencies including those from Health and Social Care,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school, nursery and local learning community,
- Make efficient and effective use of resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,
- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Have regard to guidance detailed by Somerset County Council.

- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.

Identifying and supporting Special Educational Needs & Disabilities

Definition of SEND

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision which is additional to or different from that normally available in a differentiated curriculum. Wiveliscombe Primary School and The Paddocks Nursery & Pre-School regards pupils as having a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory age has special educational needs if they fall within the definition

at (a) or (b) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Wiveliscombe Primary School and The Paddocks Nursery & Pre-School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's educational career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time.

Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Areas of Special Educational Need

Under the **SEND Code of Practice 2015**, pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Response to SEND

Wiveliscombe Primary School and The Paddocks Nursery & Pre-School is committed to early identification of special educational need and adopts a graduated response in line with the **Code of Practice 2015** and **use of the Somerset Graduated Response Tool (SGRT)**.

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teachers/Key Worker who are required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher/Key Worker.

Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high quality teaching, staff will work with the SENDCo to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs

and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – **assess, plan, do, review**.

For pupils with low level special educational needs, the cycle of Assess, Plan, Do and Review will fit into the regular assessment and planning cycle for all pupils. For those pupils with more complex needs or for who a more frequent cycle needs to be employed, additional meeting dates will be set.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHCP)

Where, despite the school/nursery having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school/nursery or parents/carers should consider requesting an Education, Health and Care (EHCP) needs assessment. The evidence gathered through the regular review of the Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Settings have a duty to co-operate so Wiveliscombe Primary School and The Paddocks Nursery & Pre-School will hold annual review meetings on the behalf of Somerset LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the settings assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked regularly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school/nursery and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school/nursery endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Wiveliscombe Primary School and The Paddocks Nursery & Pre-School, we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parents/carers of a child with SEND support will have the opportunity to meet with teachers/Key Workers or SENDCo at least 3 times a year formally. The SENDCo is happy to meet with parents/carers, without prior arrangement, whenever possible or by appointment through the school/nursery office.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Somerset Information Advice and Support. These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Somerset County Council Local Offer website <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school/nursery resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school/nursery has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their annual review and the review of a Plan. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School/nursery is supported by a wide range of different agencies and teams. The school's SEND Information Report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be incredibly challenging for some pupils with SEND. We endeavour to

make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families. Our processes for transition are explained below:

Transition from Nursery:

- The school SENDCo and Nursery SENDCo meet to discuss children's needs, continuity of adjustments and approaches into school.
- Where appropriate, '*School Entry Planning*' meetings are used as a tool to write a co-produced transition plan with Parents/ Carers/ key person and Nursery Manager.

Transition in School:

- Teachers meet and discuss all pupils (academic/social/needs) *through 'Know Your Learner'* meetings.
- SENDCo updates all staff via emails and information attached to SIMS profiles

Transition from another school:

- SENDCo will make contact with the SENDCo from the previous school, to gain a good understanding of the SEND child's requirements/needs.
- If possible we will provide a tailored transition so she/he can visit the school and stay for a few hours to get use to the new school environment.
- We will obtain the child's records from the previous school to help understand their needs.

Transitions to another school:-

- If your child is leaving to attend another setting and paper work has been completed we will contact or be contacted by the new school.
- We will talk to the SENDCo and discuss your child's specific needs and how we have met them in our setting.
- If possible we will arrange transition visits to the new setting.
- If you are moving a long distance we will try to prepare your child for the move using appropriate support.
- Following your child's transfer a request will be made by the new setting and paper records will be passed on to your child's new school.

Training and Resources

- Resources are allocated to support children with identified needs as identified previously.
- We regularly map our provision to show how we allocate human resources; this is reviewed regularly and can change during the academic year, responding to the changing needs within our school.
- This support may take the form of differentiated work, support from a Teaching Assistant (TA)/Key Worker in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required.

Continuing Professional Development (CPD) for Special Educational Needs

All staff at the setting engage in appropriate training sessions to meet the needs of SEND.

- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.

- Peer support and guidance is available daily for all staff in school/nursery and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding in Schools

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEND from their SEND budget.

Personal Budgets are only available to pupils with an Education, Health and Social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak to the 0-25 team.

Roles and Responsibilities

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEND engage in the activities of the school/nursery alongside pupils who do not have SEND
- designate a staff member to be responsible for co-ordinating SEND provision – the SEND coordinator, or SENDCo.
- prepare an SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school/nursery's work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the class teachers, Key Workers and governing body, the SENDCo determines the strategic development of the SEND policy and provision with the aim of raising the achievement of pupils with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy alongside the head teacher
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Executive Head and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff

- All staff are aware of the SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers/Key Workers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers/Key Workers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on settings to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school/nursery recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Please see the Supporting Children with Medical Conditions Policy for further details.

SEND Information Report

The school will ensure that the SEND information is assessable on the school website, which includes reference to the Somerset Local Offer. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found within the code of Practice 2015.

Monitoring and Accountability

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. Please see schools Accessibility Plan. Wiveliscombe Primary School and The Paddocks Nursery & Pre-School works hard to develop their accessibility and the accessibility plan detailing how this is being developed can be accessed from the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Complaints Policy.

If there continues to be disagreement with regard to SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school/nursery. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.