Name of Policy:

SEND Policy

(Special Educational Needs and Disability)

(See also ACCESSIBILITY PLAN)

Reviewed Edition	September 2026
Next Review	September 2027
Person responsible for updating policy	SENDCo

Contents

(See also ACCESSIBILITY PLAN) 1
Introduction 2
Vision Statement 2
Definition of SEND 2
Key Roles and Responsibilities 2
Context 4
Aims and Objectives 4
Identification of Needs 4
A Graduated Approach to SEND Support 6
SEND Provision 10
Supporting parents/carers and young people 11
Training and development 13
Appendices 15

Introduction

How was the policy put together?

This policy was created in partnership with the SEND Parent Forum, which included the Head Teacher, the SEND Governor, SENDCO, representative staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (Jan 2015) How can parents access this policy?

- The school website under: Our School, SEND / INCLUSION, SEND Policy
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font or a different language.

Vision Statement

Wallace Fields Junior School respects the unique contribution that every individual can make to the community and seeks to place this contribution within a clear structure that both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.

At Wallace Fields Junior School, every teacher is a teacher of every pupil including those with SEND. Wallace Fields Junior School is committed to creating an inclusive school community where all pupils feel that they belong, are valued and can participate fully in all aspects of school life. We recognise that inclusion is the responsibility of everyone and that barriers to learning, attendance and participation should be identified and reduced through proactive, flexible and responsive provision. We are committed to developing an inclusive culture in line with Surrey's Inclusion and Additional Needs Strategy and national expectations for inclusive practice.

Definition of SEND

At our school, we use the definition for SEN and for disability from the SEND Code of Practice (2015).

This states:

SEND: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day*

Key Roles and Responsibilities

SENDCo: Mrs Kirsty Elliot BEd (Hons) NASENDCo: (National Award for SEN Coordination).

She has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCP's (Education,

Health and Care Plans). Part of the role of the SENDCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Contact details: sendco@wallacefields-jun.surrey.sch.uk 020 8393 0350

School Leadership Team Member: Yes

SEND Governor: Mrs Ni Hamblin (from 2025)

SEND Assistants: Mrs Kerry Thompson (to work alongside the SENDCo, in assisting with the coordination of SEND, responsibility for preparing paperwork for EHCPs and reviews, liaising with parents and outside agencies, maintaining the SEND register as required**:**

Support teaching staff to work with the SEND children: Line Manager Mrs Kirsty Elliot

Designated Safeguarding Lead: Designated Teacher with specific safeguarding responsibility: Mrs Andrea Day.

Deputy Designated Safeguarding Leads- Mr Steve Lee, Mrs Debbie Bruen, Mrs Kirsty Elliot, Mrs Sarah Fowler, Mr Thomas Hurd, Ms Ellie Gough.

Members of staff responsible for managing Pupil Premium/Looked After Child funding: Mrs Claire White, Mrs Andrea Day and Mrs Kirsty Elliot.

Member of staff responsible for managing the school's responsibility for meeting the **medical needs** of pupils: Mrs Claire White and Mrs Caroline De Ville. The majority of staff are also first aid trained (from Feb 2026).

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Teachers Standards 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- SEND Review February 2026

Aims and Objectives

Aims

At Wallace Fields Junior School, all pupils, regardless of their particular needs, are provided with ordinarily available inclusive quality first teaching that will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We aim to ensure that high quality Ordinarily Available Provision is consistently delivered throughout the school and forms the foundation of our graduated response to SEND.

- We expect that all pupils with SEND will meet or exceed the high expectations of progress set for them based on their age and starting points
- We will (to the best of our ability and resources) give pupils with SEND the support they need
- Ambitious educational and wider outcomes will be set for them together with parents
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood
- We will work proactively with pupils, families and external professionals to reduce barriers to attendance and participation where these may be linked to SEND, anxiety, mental health needs or emotionally based school avoidance.

Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre
- To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities
- To ensure suitable training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014

Identification of Needs

The SEND Code of Practice 0 – 25 (July 2014), states that there are four broad areas of need that should be planned for. In practice individual children often cut across needs in all of these areas and their needs may change over time.

Communication and interaction

- Communication and Interaction as a category includes pupils with Speech, Language and Communication Difficulties and also those with Autism (across the ability range).
- Pupils with Speech, Language and Communication difficulties are likely to have difficulties as follows:
    - Unable to attend in whole class without support. Attention difficulties in small groups and one to one situations. Not developing/using self-help strategies to remain focused in any situation
    - Difficulty understanding curricular language, literal interpretation. Limited understanding of verbally presented information and understanding of the world.
    - Difficulty recounting events, restricted use of vocabulary and unable to link ideas together to form more complex sentences
    - Very occasionally physical difficulties may cause intelligibility problems. Intelligibility is affected in stressful situations and when speaking too fast.
    - Social interaction is affected with the pupil reluctant to participate in group activities. May be isolated from peers and unaware of social rules and effect of responses on others. ○ For pupils with Speech, Language and Communication Difficulties assessment would broadly be expected to show standardised scores of 67 (with 100 being average) or below and/or percentile ranks below 1.5 %

- Pupils with autism may experience difficulties as follows:
    - Severe difficulty in adapting to school structures and expectations, with curriculum access restricted despite adaptations made by the school to provide a modified individual pupil approach
    - Difficulties with social relationships which may be manifested as; difficulty responding in social situations and to adult instruction, appears aloof or shows markedly inappropriate interactions with other children
    - Severely impaired social communication skills requiring intensive programme of intervention. Adaptation of communication by adults is essential.
    - A profound impairment of ability to show empathy or to predict the emotional response of others.
    - Obsessional adherence to routines. Requires a high level of consistency and routine in order to reduce anxiety and access the curriculum.

Cognition and learning

- Learning difficulties covers a wide continuum of need ranging from 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.

- Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.
- For pupils with learning difficulties assessment in standardised tests would broadly be expected to show scores of 67 (with 100 being average) or within the lowest 1.5 %.

Social, emotional and mental health

- Difficulties would be expected in three of the following areas. Not all needs must be of the same level of concern.
- Underperformance of serious concern
- Silent or selectively speaking for more than two terms; continuing isolation, avoidance strategies and/or anxiety impairs curriculum access
- Absence from school because of extreme fearfulness or phobia which has not responded to 3 terms of focused intervention
- Multidisciplinary work identified extreme SEND in addition to health and social needs
- Concerns over mental and physical health which severely impede learning
- Multidisciplinary assessment identifies a sudden or deteriorating mental or physical health condition, and that the child is likely to have SEND in terms of the Code of Practice
- Severe and challenging behaviour that has not responded to targeted intervention over time

Sensory and/or physical

There is a wide spectrum of sensory, multi-sensory and physical difficulties. An Education Health Care Plan (EHCP) may be considered for:

- Pupils with severe or profound and permanent hearing impairment, vision impairment or a multisensory impairment. Children and young people with a Multi-Sensory Impairment have a combination of vision and hearing difficulties that make it even more difficult for them to access the curriculum.
- Physical impairments arising from physical, metabolic or neurological causes that lead to complex learning and social needs.

At Wallace Fields Junior School, we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

Attendance and emotional wellbeing

Where attendance difficulties may be linked to SEND, mental health needs, anxiety or emotionally based school avoidance, the school will work collaboratively with families and relevant professionals to identify barriers and implement appropriate support through the graduated response.

A Graduated Approach to SEND Support



- The class teacher provides scaffolding and challenging expectations for all pupils and good quality first personalised teaching. This is the first step in responding to pupils who may have SEND.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

- Children with special and additional educational needs are often identified by their previous educational settings, and all information is passed on to the school through meetings with the SENDCos, and with the children's parents and teachers. Where children come from schools, which are not feeder schools, the SENDCo and class teachers make contact to ensure all relevant information is exchanged.

- Where children have not already been identified, rigorous systems are in place. All the children are re-assessed when they begin year 3 on the key stage one and phonics tests, the scores are then compared with the previous scores and extra support can be put in place for those who need it.

- Children are assessed throughout the school to ensure appropriate progress is being made and the children are reaching their full potential. Each teacher also has meetings with the maths and English subject Leaders where all the children's progress is checked. Assessment is also continual in daily lessons and where a child is not making the progress that is expected adjustments are made to the next day's lessons.

- At Wallace Fields Junior School, we are aware that additional intervention and support cannot compensate for a lack of good quality first teaching. When it is felt that a child needs some extra support, intervention groups are set up and then run by teaching assistants, higher level teaching assistants and teachers. These are monitored closely by the SENDCo and Deputy Head/Assessment Leader. Progress is reported back to class teachers and parents with regards to the children's progress in their groups via EDUKEY. If it is felt that good progress is made and the child can transfer their knowledge to lessons, then they may be removed from the intervention.

- At Wallace Fields Junior School the quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed in several ways. The Head Teacher and Senior Leadership team observe lessons and give feedback to teachers, lesson plans are monitored to identify well-planned lessons including scaffolding and challenge and a range of teaching styles, and children's books are regularly scrutinised to ensure that marking is informative and constructive.

- At Wallace Fields Junior School, we provide INSET and continuous training to develop teachers' and teaching support assistants' understanding and repertoire of strategies to identify and support vulnerable pupils. We develop the knowledge of SEND most relevant to the children in their care.

The decision on whether to make special educational provision will involve the teacher and SENDCO considering all of the information gathered from within the school about the pupil's progress based on their age and starting points and against national data and expectations of progress.

This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading

Where pupils have higher levels of need, Wallace Fields Junior School works in partnership with other specialist professionals and agencies to assess children and suggest strategies for teachers for example:

Specialist Teachers in Practice (STIPs), Speech and Language Therapists, Occupational Therapists, Hearing and Visually impaired specialist teachers, Outreach specialists for autistic pupils (Woodlands School). Educational Psychology involvement may be sought through consultation, statutory assessment processes, traded services or local authority commissioned support, dependent upon needs and service availability.

At Wallace Fields Junior School, we follow the Surrey SEND Profile of Need Guidance. When it is felt that a child should be placed on the SEND register, they are regarded as having SEND Support. This is regardless of any diagnosis. Our school will then follow the graduated approach (above).

Assess: "In identifying a child as needing SEN support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs" (6.45 SEND Code Of Practice) We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. We will use the Surrey SEND Profiles of Need document to identify and map children's needs. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Physical Sensory Support and from health and social services where appropriate

- **Plan**: "Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review" (6.48 SEND Code Of Practice)

Where SEND Support is required the teacher and SENDCO, with the parent/carer, will use the SEND Profiles of Need document to assist making a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Where parents are reluctant to engage with this process, it is school's the duty of care to the child to ensure their needs are being met and so provision will be put in place and the parents will be kept informed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

- **Do:** "The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support" (6.52 SEND Code Of Practice)

The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with support staff who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

- **Review**: "The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date" (6.53 COP)

The pupil and teacher will conference to review the plan, the SENDCO and parent/carer, will review and agree the revised plan, including the impact of the support and interventions, each term. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

For pupils with an Education, Health and Care Plan the Local Authority must review the plan at least annually. The SENDCo generally carries this out on behalf of Surrey. The parents/carers will be informed of the progress made by their child each term on their SEND Plan. The pupil will also be involved in the process and any targets will be written in child friendly language and shared and reviewed with them.

SEND Provision

What does Additional Support mean?

Please see below an extract from P30 of SEN and Disability – A guide for parents and carers August 2014 SEND support can take many forms. This could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping records
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEND Register

At Wallace Fields Junior School, we believe that each pupil is an individual and will have a programme to meet their special educational needs.

- Children are supported primarily by their class teacher who is responsible for managing the SEND Support Arrangements and ensuring strategies are in place. The SENDCo oversees the plans and is involved in organising meetings with parents and professionals, as well as keeping track of the impact of intervention groups, tracked on EDUKEY. Support teaching assistants will support children both within lessons and by taking them in intervention groups and monitoring and evaluating their progress.
- Parents evenings and meetings will be arranged to ensure that the Assess, Plan, Do, Review cycle will work to include parents/carers and the pupils
- The provision of intervention is recorded using EDUKEY, which involves child friendly targets and expected outcomes, in school provision maps and tracking systems. Provisions are reviewed and evaluated and monitored for impact. They are typically half a term each, with the exception of phonics. Feedback to parents from interventions is provided in parents evenings.
- At Wallace Fields Junior School we aim for equity and to remove barriers to learning for all, providing access to learning and monitoring the progress made over an agreed period.
- At Wallace Fields we provide interventions that work. Our English and Maths programmes have proven outcomes of good progress. Where we feel a group is not making adequate progress we ensure that it is changed and adapted to best suit the pupils needs.
- If the needs of pupils cannot be met from the school's resources and additional funding can be requested from the Local Authority and/or an assessment for an EHCP can be made.

(Please see Surrey guidance on the Surrey website)

- At Wallace Fields Junior School we have strong links with specialist teachers to support children with special educational needs, such as specialist teachers in practice (STIPs), Speech and Language Therapists, Occupational therapists and Outreach workers for children with Autism and a range of mental health workers. Meetings are arranged with parents and carers for feedback and this is included in their SEND Support Arrangements.
- The SEND Register is kept up-to-date by the SEND Assistant and office administration staff, overseen by the SENDCo.
- The SEND Register is reviewed termly by the SENDCo and statistics are reported to the Headteacher and Governors.
- The level of provision is decided by reviewing the SEN Information Report, available on the school website and links to the Local Authority 'Local Offer'.
- When it is felt that a child is making good progress and achieving expected outcomes without extra support or interventions a decision can be made with the Class Teacher, SENDCo and parent/carers involvement to return to OAP (ordinarily available provision) and remove them from the SEND register.

Supporting parents/carers and young people

At WFJS we understand the fundamental role parents play in their child's learning and the impact of parental involvement on pupil progress. We recognise the additional pressures parents may be under because of the special educational needs of their child and endeavour to support where we are able.

Parents of pupils with an EHCP and those on the SEND register are kept informed of their child's progress through termly updated SEND Plans on EDUKEY. Parents are invited to contribute to these reviews online via EDUKEY in addition to termly parents' evenings.

Any child who has an EHCP, in addition, will also have an Annual review. The SENDCo ensures alongside the child, the parents and all professionals involved with the child are invited to attend. A full review is completed and submitted to the local authority. If adaptations to the EHCP are recommended, these have to be submitted to the case officer, who if in agreement, will forward to local educational authority level.

Parents/carers and young people can also find information in:

- The SEN Information Report.
- The school's Provision available on the school website
- Surrey's Local Offer which includes other agencies who provide a service
- The School's admission arrangements

Access arrangements for exams and assessments

These are made by the SENDCO and assessment Leader with guidance from the class teacher about the specific arrangements that are needed for each child. There are strict statutory regulations that the SENDCo and Assessment lead must abide by. Parental requests may not be considered without evidence.

Transition - to Secondary

Our year 6 children follow a whole transition programme called 'moving on' in the months that lead up to their departure. The SENDCo also meets with staff from local secondary schools prior to transition and any SEND files and information are transferred to receiver schools. Year 6 SEND

children who are transferring to local secondaries take part in the ASPIRE programme (Run by STIPs). Glyn, Rosebery or Blenheim staff usually make a special visit to meet the SEND children in the summer term at Wallace Fields and follow up in their new schools. The SENDCo will also work closely with all other named secondary schools at transition, to ensure all SEND children have appropriate support depending on need. This also involves teachers from other schools visiting Wallace Fields.

Transition -from Infants

The SENDCo meets with Wallace Fields Infant School and other feeder Infant schools SEND Staff. If a child is identified as having additional needs prior to joining WFJS, the SENDCo will ascertain as much information as possible from the existing setting on needs to ensure appropriate provisions can be put in place straight away. All identified SEND children are given additional visit opportunities to meet their new teachers, the current year 3's and staff to aid a smooth transition.

Supporting pupils at school with medical conditions

The school policy for managing the medical conditions of pupils is outlined clearly in the First Aid and Medicines Policy.

Please refer to the DfE guidance which came out in April 2014.

Wallace Fields Junior School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education (Page 4 of guidance).

At Wallace Fields Junior School children with medical conditions are supported with: individual healthcare plans, access to any spaces including changing and toilet facilities, training for staff - See the Medicines Policy

Where children with medical conditions are disabled the school will comply with its duties under the Equality Act 2010 (page 5 of the guidance)

Some children with medical needs may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

For children with SEND, this guidance should be read in conjunction with the SEN code of practice (page 6 of the guidance)

The school will contact Surrey's Access to Education (medical) service led by Sue Lynn with reference to pupils who have medical needs: (susan.lynn@surreycc.gov.uk)

<u>Monitoring and evaluation of SEND</u>

At Wallace Fields Junior School we regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

This includes the following aspects:

- The role of the SEND governors
- Monitoring & review of SEND funding
- Regular reviews through the various governor committees and Full Governing Body Meetings
- Departmental and school Self evaluation (SEF)
- School Development Plan priorities (SDP)
- Questionnaires and surveys of parents/carers
- Questionnaires and feedback from pupils

- External audits by Surrey e.g. SEN Monitoring visits by SAFE and OFSTED inspections
- Up to date training for all staff in SEND, Pupil Premium and safeguarding
- Developing best practice e.g. moderation of pupil progress through SENDCO networks and local partnerships

Training and development

Wallace Fields Junior School ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND by:

- The needs of staff are identified through a variety of methods: teacher self-evaluation, observations and progress meetings, Performance Management meetings, etc. Training is then arranged either through the training Leader (Mrs Andrea Day) or SENDCo. Training can involve outside training courses, specialist teachers coming to school and training the whole staff, observing teachers at other schools, observing other teachers internally.
- Training in SEND has included Specialist Teachers in Practice via clinics, Behaviour Support, Educational Psychologists, Autistic Spectrum training from Woodland Outreach Support and in-house training by the SENDCo, supported by National College.
- Individual staff (teachers and support staff) have developed specialist areas e.g. Emotional Literacy Support Assistant (ELSA) training, phonics , Little Wandle Training, numeracy skills and Number Sense Training, Speech & Language (Elklan) training, Behaviour training, ADHD, dyslexia and Autism.
- Induction led by the SENDCO for new staff in school in relation to SEND policy and practice
- The SENDCo'S professional development includes attendance at SENDCo networks, courses (National Award for SENDCo's), conferences and specialist knowledge and experience

Storing and Managing Information

Information about children with SEND will be securely managed within the school's own data management system with secure passwords, and all staff have agreed to a confidentiality policy.

- Documents are stored on the school's secure password protected computer system, or hard copies are kept files which are only accessible to members of staff. Teachers keep their own confidential copies of information for children they teach, securely in their classroom (red files).
- Information and documents are kept for the time the children are in the school. When the child leaves, information is passed on to their new placement and their records are wiped, unless no new placement is known. This information is kept up to 6 years.

Reviewing the SEND Policy

In line with all school policies the SEND policy will be kept under regular review and ratified by Governors.

It will next be reviewed in September 2026.

Comments, compliments and complaints

Please see the Complaints Policy, where it states the procedures for complaints. See appendix 3.

If the complaint is particularly to do with a child with SEND after speaking to the class teacher it may be necessary to speak to the SENDCo directly, before speaking to the Head Teacher.

Appendices

Appendix 1: Accessibility Plan

Please see the school's accessibility plan, which covers the following areas:

- Access to the curriculum
- Access to the environment
- Access to Information

Appendix 2: Related Policies

- Inclusion
- Equality
- Anti-bullying and behaviour
- Child protection
- Safeguarding Statement
- Teaching & Learning
- Assessment
- Marking and feedback policy

Appendix 3: Complaints Policy extract

3.1 If a parent is concerned about anything to do with the education that we are providing at our school, they should, in the first instance, discuss the matter with their child's class teacher. Most matters of concern can be dealt with in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they always want to know if there is a problem, so that they can take action before the problem seriously affects the child's progress.

3.2 Where a parent feels that a situation has not been resolved through contact with the class teacher, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the SENDCo, Deputy Headteacher or Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

3.3 Should a parent have a complaint about the Headteacher, s/he should first make an informal approach to one of the members of the governing body, who is obliged to investigate it. The governor in question will do all s/he can to resolve the issue through a dialogue with the school, but if a parent is unhappy with the outcome, s/he can make a formal complaint, as outlined below.

3.4 Only if an informal complaint fails to resolve the matter should a formal complaint be made to the governing body. This complaint must be made in writing, stating the nature of the

complaint and how the school has handled it so far. The parent should send this written complaint to the Chair of Governors.

3.5 The governing body must consider all written complaints within three weeks of receipt. It arranges a meeting to discuss the complaint, and invites the person making it to attend the meeting, so that s/he can explain her complaint in more detail. The school gives the complainant at least three days' notice of the meeting.

3.6 After hearing all the evidence, the governors consider their decision and inform the parent about it in writing. The governors do all they can at this stage to resolve the complaint to the parent's satisfaction.

3.7 If the complaint is not resolved, a parent may make representation to the LEA. Further information about this process is available from the school or from the LEA. A further meeting is chaired by an independent person, who considers all the evidence and makes a further judgement in an attempt to resolve the complaint.

3.8 If any parent is still not content that the complaint has been dealt with properly, then s/he is entitled to appeal to the Secretary of State for Education.

Appendix 4: Key documentation

The following documents have informed this policy, which you may find helpful:

- Special educational needs and disability code of practice: 0-25 years
  https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Special educational needs and disability: a guide for parents and carers
  https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- Supporting pupils at school with medical conditions
  https://www.gov.uk/government/publications/supporting-pupils-at-school-withmedicalconditions--3
- Keeping children safe in education
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Surrey SEND Toolkit for Pathway and EHC Plans
  Responses to 14 questions for website 2019.docx
- Surrey Provision Management Tool: Primary
  Provision at Wallace Fields Junior School for the Website 2019.docx
- Equality Act 2010 https://www.gov.uk/guidance/equality-act-2010-guidance

- Surrey Local Offer Website
  https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page